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ABSTRACT

This book provides the framework for the language arts core curriculum in Alabama's K-12 public schools. Course content, presented as student outcomes in the book, is minimum and required by state law. Student outcomes are specific but not exhaustive. In addition to the prescribed core program, the book contains an introduction; program goals and value statements; a conceptual framework and narrative; trends, issues, and position statements; course narratives; appendixes that include Alabama Learner Outcomes and guiding principles for teaching and assessing writing; and a glossary. (Contains 161 references.) (RS)

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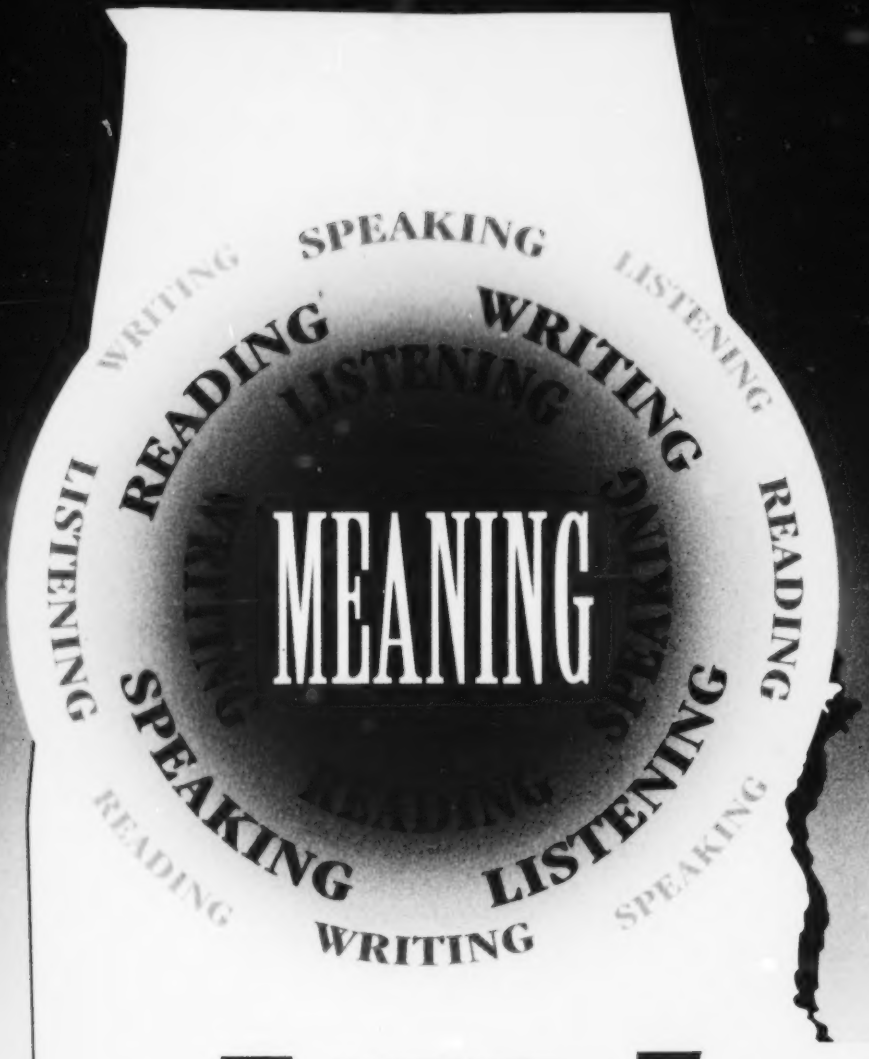

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State Superintendent of Education
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Bulletin 1993, No. 37

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Alabama Course of Study
English Language Arts

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State Superintendent of Education
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September 1993
Bulletin 1993, No. 37

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April 1993

Dear Educator:

The language arts curriculum is the center of a child's educational program. Language is a global human behavior that manifests itself through listening, speaking, reading, and writing. Through these strands, we are able to use language to communicate, to create, and to comprehend. This K-12 language arts program fosters students' ability to become thoughtful, fluent, and responsible users of language.

The *Alabama Course of Study: English Language Arts* is the first course of study to be developed using Alabama Learner Outcomes that clearly define what Alabama students must know and do in order to be competitive nationally and internationally. These Learner Outcomes are linked to expectations for success in college and the world of work. Student outcomes in this document incorporate many of the Alabama Learner Outcomes.

Designed for use by classroom teachers, supervisors, and administrators to guide the development of local education programs, this document prescribes the minimum required content (core program) for public school instruction in K-12 Language Arts. The State Board of Education, the Language Arts Course of Study Committee, and I sincerely believe that this course of study and instructional programs developed from it will better prepare future adult citizens to become effective communicators as well as lifelong enjoyers and appreciators of language.

Wayne Teague

Wayne Teague
State Superintendent of Education

Alabama Course of Study: English Language Arts

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Preface

The *Alabama Course of Study: English Language Arts* provides the framework for the language arts core curriculum in Alabama's public schools. Course content, presented as student outcomes in this document, is minimum and required (Ala. Code §16-35-4). Student outcomes are specific but not exhaustive. In developing curriculum plans, local school systems may include additional outcomes to reflect local philosophies and add activities, which by design are not contained in this document.

In addition to the prescribed core program, this course of study contains an introduction; program goals and value statements; a conceptual framework and narrative; trends, issues, and position statements; course narratives; appendices that include Alabama Learner Outcomes (Appendix A) and *Guiding Principles for Teaching and Assessing Writing* (Appendix B); a bibliography; and a glossary.

The 1992-93 Language Arts Course of Study Committee read articles in professional journals and other publications, reviewed similar documents from other states, listened to and read statements from interested individuals and groups throughout the state, used each member's academic and experiential knowledge, and discussed issues among themselves and with colleagues. Finally, the Committee reached consensus and developed what they believe to be the best document possible for Alabama.

Acknowledgments

This course of study was developed by the 1992-93 Language Arts Course of Study Committee, composed of early childhood, intermediate, middle school, high school, and college educators appointed by the State Board of Education and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Committee began work in June 1992, and the State Board of Education approved its work in April 1993.

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Appreciation is extended to the **Huntsville City Board of Education**, the **Vestavia Hills City Board of Education**, the **Mobile County Board of Education**, and the **Dothan City Board of Education** for the use of their facilities in hosting the Language Arts Course of Study Public Hearings for the Committee.

∞∞∞∞∞

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Alabama's K-12 English Language Arts Program

Language is at the center of human endeavor. It is the primary means of communicating and working together. People are defined by their language, their dialect, and their individual ways of speaking. Ultimately, language is connected with culture (Teale, 321). Success, both individually and collectively, depends upon appropriate understanding and use of language.

The importance of language proficiency for personal success has made language one of the most researched of the disciplines. "Information from psycholinguistics, sociolinguistics, and emergent literacy has provided the foundation for a new understanding of the reading, writing, and learning processes" (Raines and Canady, 16). Based on this new understanding, a language arts curriculum must be characterized by certain traits and practices: (1) students must make a genuine connection between an activity and its purpose or meaning; (2) language is learned within language-rich environments where experimentation and risk-taking are encouraged; (3) language growth must be evaluated in a manner that is individualized and meaning-centered, that is compatible with instruction, and that promotes continued growth. The *Alabama Course of Study: English Language Arts* is structured around the information and understandings that support personal language growth. It is imperative for language instruction in Grades K-12 to maintain and promote the wholeness of language through meaningful, fully integrated language experiences and materials.

This program is meaning-centered and has two student goals: to become effective communicators and to become lifelong enjoyers and appreciators of language. The use of process writing is stressed continuously from kindergarten throughout the grade levels. The program focuses on students using writing to learn, to communicate, and to master the conventions of language. The program presents a global perspective through the inclusion of multicultural literature and media, with literature providing a rich base for obtaining and expressing meaning through reading, listening, speaking, and/or writing. It stresses the use of technology including viewing as a vital component of the language arts that enables students to interpret, evaluate, organize, and appreciate visual presentations. It stresses student control of language learning by showing students how to connect what they are learning to what they already know, by teaching them how to think about their own thinking, and by helping them acquire strategies to aid in new learning situations. The program is designed to foster creative and critical thinking and stresses the application of the language knowledge and skills learned in language arts to all subject areas. Informal or classroom assessment is also emphasized. The design of student outcomes in this document necessitates a variety of

classroom procedures to assess continuously student performance, including such procedures as projects; collections of observations and products—portfolios, logs, journals, and videotapes; and teacher observation and interviews.

The *Alabama Course of Study: English Language Arts* provides a framework for language arts instruction for Alabama schools. Based on extensive research and successful practices, it will offer students optimum opportunities to become proficient language users. Administrator, supervisor, and teacher decisions made at the local level regarding implementation, such as curriculum organization, curriculum content, social configuration of classrooms, and activities, will greatly affect what and how students learn as they listen, speak, read, write, and view. Literacy for all students must be a priority for teachers, students, administrators, parents, and the community if Alabama students are to become effective twenty-first century communicators.

Trends, Issues, and Position Statements

LANGUAGE KEPT WHOLE

Environment greatly affects language learning. In family environments, for example, children are involved in language experiences that are meaningful and purposeful. They are daily understanding of the world around them through their senses and through language, encountering listening, speaking, reading, and writing holistically used by those around them. In the world of experiences outside of school, language strands are extricably interwoven, thus kept whole. Schools need to mirror this pattern of language experiences in classroom instruction.

The classroom environment must be one that enables students to learn from each other; to make choices; and to take risks, accepting and applauding approximations. Students need to be actively involved in meaningful learning in which the parts are related to the whole. When the need arises to focus on a particular aspect of language, it is done in a meaningful context. As students grow through the grades in such environments, they come to realize the connections among listening, speaking, reading, and writing. They view themselves as authors who purposefully write for an audience; as speakers who purposefully compose for effect; as critical listeners who value the opinions of others; and as readers who can find information and enjoy various forms of literature. It is the Language Arts State Course of Study Committee's belief that language experiences are more effective when they are not divided into meaningless parts but are kept whole.

VIEWING

With the impact of television and film and their potential positive and negative effects upon language and life, some states are identifying a fifth strand within the language arts—viewing. Recognizing the importance of the media in today's world, this Committee gives special treatment herein to viewing; but it is treated as an integrated component, not a separate strand. Much of viewing belongs to visual arts and dramatic arts. That which belongs to the language arts is appropriately related to listening, speaking, reading, and writing and, like them, must be an integral part of the whole. It is through the process of viewing that students are able to interpret, organize, evaluate, and appreciate visual presentations. Viewing is important for recognizing oral and visual propaganda; for applying evaluative standards for selective viewing; and for utilizing learning opportunities offered through television and film, including experiencing literature through a different medium. In each case, however, there are obvious ties to the four familiar strands and natural ways for relating the visual component to them. It is with this sense of the importance of visual media today and the sense of the importance of integrated study that this course of study addresses viewing.

ASSESSMENT

Formal and informal assessments are integral to the Language Arts Program. Formal assessment includes both norm- and criterion-referenced assessments. Nationally, the trend in assessment is a move from a heavy reliance on norm-referenced assessment to inclusion of criterion-referenced assessment with less emphasis on assessing isolated skills and more emphasis on assessing performance of tasks that require the integration of skills. The national trend in informal, or classroom, assessment is a move toward using a variety of assessment procedures to evaluate student progress on mastery of various types of content.

The Language Arts Course of Study Committee supports changes in Alabama's formal assessment of student performance in the area of language arts: (1) writing is now assessed by having students write—*Alabama Direct Assessment of Writing: Grade 5* and *Grade 7*, (2) assessment tasks exist that require integration of reading and writing—*Integrated Reading and Writing Assessment for Grade Two*, and (3) assessment in subject areas requires written communication—*Algebra I End-of-Course Test* and *Geometry End-of-Course Test*. The Committee also supports the changes being encouraged in informal assessment. Current research, good practice, and accreditation standards mandate that a variety of assessment procedures be used to reflect an accurate description of what students know and can do. This variety is essential to assess attainment of student outcomes in this course of study. For example, the effectiveness of a speech can be best assessed by use of a checklist, and the development of skills in writing can be most accurately assessed by use of a portfolio. Because the rigor of Alabama's Language Arts curriculum is comparable to other states, the Committee believes that students will perform favorably on both criterion- and norm-referenced tests if they know and can do what is outlined in this course of study.

NOTE: Within this course of study, skills assessed on the *Basic Competency Tests: Grades 3, 6, and 9* and the *Alabama High School Basic Skills Exit Exam* are not specifically identified. The student outcomes were developed to be broad in scope with discrete skills being inherent within them. The Committee strongly urges that the integrative nature of the language arts program be maintained and the temptation to drill on isolated, discrete skills for test preparedness be avoided.

STUDENT INVOLVEMENT IN AUTHENTIC ACTIVITIES

Because students are knowledge producers as well as consumers, they must be active participants in their own learning. Language arts classrooms need to reflect the types of environments in which students will live and work. In such classrooms, students learn language from real tasks rather than non-authentic experiences such as drill worksheets, isolated spelling lessons, and contrived paper-and-pencil activities. Activities and experiences in classrooms need to focus on developing thinking; actively constructing knowledge; and using cooperative learning, problem solving, and other learning strategies in the context of real-life situations. Students need opportunities every day to use oral and written language in a variety of contexts. The Language Arts Course of Study Committee believes it is the teacher's responsibility to make classrooms more socially interactive, interdisciplinary, and real-world focused—environments where students are actively engaged in the learning process more profoundly and enthusiastically than ever before.

WRITING

Writing is a cohesive link for the other language strands and to other curriculum areas. It is important in both the learning and communicating processes. In both processes, writing involves and encourages thinking and serves as an effective vehicle for mastering the conventions of language. Students must, therefore, have time to write for real and varied purposes and audiences. Teachers need to provide instruction in the processes of writing and provide insight by talking through the thought processes that may occur as one identifies a topic, explores it for possibilities, composes a first draft, revises, edits, and publishes. These phases of the writing process are to be perceived as recursive and overlapping, not linear. The Committee believes that the tenets in the *Guiding Principles for Teaching and Assessing Writing* (Appendix B) are important for developing an effective writing program. These principles will assist teachers in structuring writing experiences that include teacher demonstrations of the writing process, written products worth emulating, teacher-student collaboration, and student collaboration. In experiencing writing as both process and product, students are more likely to grow to enjoy and appreciate writing for what it can be. The Language Arts Course of Study Committee believes that writing holds a prominent place in any language arts program.

LITERATURE

Literature is an essential component in any K-12 language arts program. There are, however, several decisions that must be made regarding literature before appropriate implementation can begin. Should the instruction be in an integrated or isolated fashion? Should it use whole works or pieces of works for instructional purposes? Should it be taught through a basal program, student choice, or both? What type of works should the language arts program include? Literature can be an effective springboard to a fully integrated language arts program. Students need to explore and be involved with whole works of literature of recognized quality rather than only excerpts of an author's work. Such exploration and involvement can be through an organizational pattern as structured as a basal program or through a program that centers on guided student choice of trade books. Whatever the organizational pattern, the program should include a comprehensive use of literature that provides for a study of various literary genres, including both classical and contemporary pieces of work. Student choice in literature selections, as well as leisure reading activities, promotes lifelong reading practices. Through exposure to different kinds of literature, students may clarify their personal cultural identity as well as gain insight into their own experiences and the experiences of others. The Language Arts Course of Study Committee believes that students must have a literature-rich language arts program that is multicultural and developmentally appropriate.

Specific literature lists are not included in this document; however, several lists are referenced in Appendix C. These lists may be helpful as students and teachers make selections based on lesson objectives, interests, and needs.

TECHNOLOGY

The Language Arts Course of Study Committee encourages the use of technology in language arts classrooms. As tools for learning, technology can turn classrooms into rich environments that are student-centered rather than teacher-centered. Technology can transform the way teachers teach and the way students learn. It is most effective when thoughtfully aligned with student outcomes. Appropriate software and hardware support and enrich instruction and learning. Relevant lessons need to be structured to include activities that take advantage of the capabilities of technology.

Teachers need continuous inservice on the benefits and limitations of teaching with technology. They must stay abreast of new developments in language arts and in educational technology in order to acquire new information, exercise prudent judgment, and justify decisions they make regarding the use of technology in their classes.

Students are to explore, operate, and use technological advancements as tools to locate and store information; to access and analyze information for intelligent decision-making; to increase skills in all strands of the language arts, especially writing; and to foster creativity. Such opportunities enable students to grow in technological literacy and, consequently, to be better prepared for their present world and the world of the future.

TEACHER DEMONSTRATION

The Language Arts Course of Study Committee believes that teacher demonstration is an effective teaching strategy to use in an integrated language arts classroom. In its usual form, demonstration focuses on the physical aspect of task performance. This kind of demonstration is typified by such practices as teachers writing while students write and teachers reading while students read. However, recent research highlights the need for demonstrating not only the physical, observable aspects of a task but also the mental, invisible processes involved in a task. To model such cognitive activity as brainstorming and decision making, teachers demonstrate their reasoning by providing clarity through such visual means as sequenced lists, mapping, or webbing. It is through this demonstration of mental processes that teachers focus on transferring metacognitive control from themselves to students. Emphasis must be placed on modeling the mental processes, not the procedural steps.

Program Goals and Value Statements

Program goals and sub-goals listed below are designed to direct Alabama's K-12 English Language Arts Program toward the twenty-first century. The 1992-93 Language Arts Course of Study Committee focused first on writing value statements describing the language arts abilities of graduates of an appropriate K-12 language arts program. Two distinct program goals then emerged from the value statements as being of paramount importance and thus became logical organizers for the content. Sub-goals were added to delineate and describe program goals in terms of how attainment can be demonstrated. Alabama Learner Outcomes (Appendix A) are reflected in the goals.

PROGRAM GOALS

Upon completion of the K-12 English Language Arts Program, Alabama students should be:

1. EFFECTIVE COMMUNICATORS

   WHO:

   A. Apply strategies to construct meaning from oral, written, and visual material.

   B. Express meaning effectively, competently, and confidently in various spoken and written modes.

2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

   WHO:

   A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.

   B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.

   C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.

   D. Understand and appreciate language and its development through literature and the analysis of language.

VALUE STATEMENTS

We value graduates who . . .

1. Take intellectual risks and think independently in order to shape, clarify, expand, and refine their thinking through questioning, investigating, and researching via a variety of media.

2. Value communication as productive citizens and, consequently, are thoughtful in their language interactions with others.

3. Assess information gained through perceptive reading, listening, or viewing and use this information to solve problems and to make decisions.

4. Recognize, appreciate, and independently select written works of art; read literature for the pleasures it imparts; and read willingly and effectively for information.

5. Vary their reading strategies to interact with various types of texts and to accomplish various purposes.

6. Have the habit of listening, speaking, reading, writing, and viewing with purpose and pleasure, gaining insight into and reflecting upon their lives and the lives of others.

7. Are competent and confident language users who have sufficient command of the language to gain pleasure, fulfillment, insight, and information and who creatively convey clear messages.

8. Select and use words and language conventions appropriate to a variety of settings with accuracy and precision, respecting and appreciating the languages of various cultures.

9. Use writing effectively for many purposes: to communicate, to clarify thinking, to create, and to learn.

The Conceptual Framework: Alabama's K-12 English Language Arts Program

The graphic depiction on page 11 represents the conceptual framework of Alabama's K-12 English Language Arts Program. The diagram features program goals as well as supporting program components and characteristics necessary for attainment of the goals.

The program goals focus on students' becoming **effective communicators** and **lifelong enjoyers and appreciators of language**. All student outcomes in this document are directed toward students' acquiring the ability to listen, speak, read, and write effectively as well as acknowledging the value of language to themselves and to society.

Meaning is the center of the study of language. It is gained and expressed as students listen, speak, read, and write. This course of study concentrates on the natural, meaningful connections among the language arts strands—**listening, speaking, reading, and writing**—by emphasizing a meaning-centered program as shown.

Program and classroom characteristics, listed around the center, are essential at all grade levels. Each has a relationship to a meaning-centered program in which the strands are integrated. If students are to convey meaning or gain understanding, **meaning-centered activities** must be provided. The **language-kept-whole** concept is equally important to the meaning-centered program. Keeping language whole is conducive to making and sharing meaning; whereas, meaning is lost when language is broken into parts. Effective instruction emphasizes **student involvement in authentic activities**. A curriculum designed according to the guidelines of this course of study incorporates active participation in experiences that students recognize as authentic rather than contrived. Instructional purposes are clear, and those purposes are such that students can readily see them as valuable and real.

Equally important to a meaning-centered program is **student interaction** where students are involved with the teacher, diverse materials, and each other as they discuss, write, revise, edit, publish, give informal and formal presentations, evaluate, and share.

Curriculum integration signifies that the language arts are integrated with other subjects or disciplines. In the primary grades, where subjects are often studied in self-contained classrooms as interdisciplinary units, such integration is easily accommodated; however, opportunities abound throughout all grades. A number of student outcomes in this document imply or necessitate an integration with other disciplines. To accomplish these student outcomes, a **print- and media-rich environment** is necessary. Students need easy access to attractive books of many kinds, including literature about varied cultures—**multicultural literature**—both in the media center and in classrooms. They also benefit from

access to and interaction with a variety of media materials, such as films, slides, word processors, and software. Many outcomes in this document require **critical and creative thinking**. Students are not asked simply to memorize material and exhibit basic skills but are challenged to identify with the experiences and feelings of others; to use writing and oral communication to invent and create; to interpret, analyze, and evaluate; and to apply critical and creative thinking when selecting, viewing, or reading non-print or print media. Students are able to reach higher levels of accomplishment through **developmentally appropriate instruction**. Such instruction focuses on the developmental levels of students and offers experiences that are challenging but realistic for students at all grade levels.

Student growth in the program is represented by the vaguely defined circles, like growth rings in a tree trunk. Although expectations may be formed and reasonable outcomes set forth, students progress at individual rates, experiencing growth at irregular intervals. This is depicted by the irregular edges of the circles projecting from the center to the goals. To reach the program goals fully, students become literate not only in that they are able to read and write but that they habitually read and write, as well as communicate orally, in order to learn and to enjoy life more fully.

ALABAMA'S K-12 ENGLISH LANGUAGE ARTS PROGRAM

PROGRAM GOALS

- **Effective Communicators**
- **Lifelong Enjoyers and Appreciators of Language**

Directions for Interpreting the Minimum Required Content

1. **Student outcomes** in this document describe the minimum required content as prescribed by the Alabama State Board of Education (Ala. Code §16-35-3). No attempt is purposefully made to list the student outcomes in sequential order within a grade level for instruction. A student outcome may describe a concept or skill that will be addressed throughout the school year.

2. Student outcomes describe what students should know or be able to do at the conclusion of a course. Each student outcome contains the **stem** that completes the phrase, "Students will...." The beginning verb describes student performance expected at the end of the course or grade level.

   Students will

   Attend with increasing interest to works of literature presented orally. (Grade 3)

3. Additional minimum required content may be listed under an outcome stem and is denoted by a hyphen. The content or a **blip** may be interpreted based on the information in the stem under which it is listed.

   Students will

   Vary the formality and precision of spoken language to suit different situations. (Grade 9)

   - *Formal class meetings*
   - *Prepared presentations*
   - *Impromptu speeches*
   - *Informal small-group interactions*

4. **Examples** accompany outcomes when clarity is needed. Examples help explain outcome stems and blips by suggesting content, activities, or teaching techniques that may be used in helping students attain an outcome. Examples are not part of the minimum required content.

   Students will

   Use writing as a tool for communicating thoughts in all disciplines. (Grade 1)

   Examples: pictures, lists, thank-you notes, journals, science and mathematics logs, friendly letters, envelopes

The Early Childhood Grades
Kindergarten - Second Grade

Developmental Profile. Five-, six-, and seven-year-olds are developing a sense of themselves, growing in motor coordination, and expanding their social skills. While children of this age range are beginning to deal more comfortably with abstract symbols, such as letters, they need many opportunities to make connections with real-world materials and experiences. Young children are building a repertoire of ways to engage actively with the world. As they grow, they experience the same activity differently. For example, during a walk around the school grounds, the five-year-old will ask different questions from those a seven-year-old would ask. The understanding that development does not occur in a step-by-step progression is important. Development consists of changes or shifts in ways that children organize information and relate to the world. A major task for teachers of young children is to provide classroom experiences that promote growth and help children consolidate new understandings.

Appropriate Practices. Children learn best when they have firsthand experiences in problem solving and real objects to manipulate. Primary children are provided opportunities to work in small cooperative groups on projects that generate conversation with teachers and peers. The teacher serves as the facilitator as she encourages children's opinions and ideas and supports them in their efforts. Engaging in these types of interactions fosters effective communication and reasoning skills. Reading aloud often to children from carefully selected children's literature continues to be of major importance. Children hear genres of literature, literature of different cultures, and literature written in various dialects. They become acquainted with a variety of authors and books. The challenge for the educator of primary children is to create a classroom environment that provides real-world materials for children to think about and handle, together with opportunities for communication with peers and adults.

Emergent Literacy. Language development is a natural process. Young children become aware of spoken language and the symbols in their environment long before they begin school. Through countless interactions with people and materials, children expand their vocabulary. They recognize grocery store signs, traffic signs, and restaurant symbols. This is the beginning stage of print awareness. As parents, teachers, and others repeatedly read stories to them, children begin to recognize that the marks on the pages are associated with the words they are saying. By exploring writing in their play and by writing their names and other words like *mom* and *cat*, they learn that the patterns of letters are consistent. Children combine these types of experiences to understand how print works. For example, students watch closely as the teacher uses a period at the end of a sentence, and huge periods suddenly begin to appear in students' writings. Such approximations are important as students move toward more effective communication. Because

listening, speaking, reading, and writing develop together early in life, the term "emergent literacy" is used. Emerging literacy is a continuous process rather than a fixed time in literacy development.

Learning Styles. Young children learn through their senses and are predominantly tactual/kinesthetic. In other words, they learn more readily through handling materials and through movement than through passive sitting and listening. Since many primary students are global learners, they construct knowledge by "using the whole of an experience, the whole of piece of literature, or the whole of some meaningful message to others" (Raines and Canady, 13). While many young children will have the same learning style designation, everyone's style of learning is unique to that individual. When teachers take into account social and emotional needs of children, perceptual strengths, and global and analytic traits, teaching practices and classroom environment complement the learning styles of children.

Environment. Young children need relevant, interesting, and achievable experiences with literacy in a tolerant and supportive environment. These experiences allow students to see the language arts in ways that are authentic and meaningful in a classroom that is rich in all types of literacy materials. Young children have a natural drive to explore; and, if encouraged by successes and a non-threatening environment, they take in, retain, and refine incredible quantities of learning. They thrive when they are encouraged to talk, draw from experiences, listen to stories, explore with writing, guess or speculate, look for patterns, and follow demonstrations presented by teachers.

Assessment and Evaluation. Just as instruction and curriculum are developmentally appropriate for young students, assessment and evaluation rely on the results of realistic curriculum goals and plans. Good classroom assessment looks like good classroom instruction. Assessment is most effectively applied to students' work when tasks have been clearly set and when students know what is expected of them. Performance assessments, such as portfolios, show student learnings over a period of time. In addition to ongoing classroom evaluation, second graders are administered the *Integrated Reading and Writing Assessment for Grade Two.* This instrument assesses reading comprehension, conventions of writing, and students' ability to organize and develop a topic.

Kindergarten

Five-year-olds enter the school community as emerging readers and writers. They are already effective language learners at various levels of literacy development. Some kindergartners are scribbling and exhibiting reading-like behaviors, while others are composing stories and reading picture books. The language arts program in kindergarten complements each child's continuing development in language by focusing on learning that is active and purposeful; by fostering a climate of trust that is child-centered and encourages risk-taking; and by providing a print- and media-rich environment filled with many opportunities for integrating listening, speaking, reading, and writing through holistic experiences.

Because young children learn best by doing, language learning is active and meaningful. Kindergartners demonstrate characteristics of life-long literate persons. Such characteristics could include selecting books independently, sharing books and writings with others, and engaging in other literacy activities, thereby making sense of their world. Kindergarten students are involved in a multitude of prewriting experiences. They talk about their writing, listen to stories, participate in shared-book activities, interact with media, and exchange ideas with classmates at activity and interest centers. They are engaged in critical thinking and problem solving through interaction with language. Risk-taking is encouraged as kindergartners are given opportunities to find their own solutions rather than always to be given a single correct answer.

Children have many opportunities to see how reading and writing are useful and enjoyable throughout the school day. Kindergartners are engaged in helping write lists of needed items for a field trip, write notes to parents, and write books—seeing writing as a means for sharing thoughts and information. Writing is a natural extension of scribbling and forming letter-like shapes. Students enhance their language awareness through participation in read-aloud stories; plays, puppetry, poetry, and other multi-media activities; field trips; informal talk with classmates during play; interaction with the teacher and other adults; and personal writing reflecting the individual level of development in spelling.

Five-year-olds become more aware of the similarities and differences that exist among people in their community. Understanding of cultural diversity and respect for others are fostered through exposure to works of literature and other media representative of various cultures, eras, and ideas, such as *The Patchwork Quilt* by Valerie Flournoy and *Night on Neighborhood Street* by Eloise Greenfield. In kindergarten classrooms, teachers build on students' background of language experiences and support them in the various stages of literacy development.

KINDERGARTEN

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Develop an awareness of story. Examples: examining pictures in books, storytelling with picture books as though reading, relating personal experiences to pictures and text, dictating stories or story endings to the teacher 2. Become acquainted with the conventions of print. Examples: turning pages from front to back, recognizing where print begins on a page, following print from left to right, becoming aware of spacing in words and sentences 3. Gain an interest in and become acquainted with reading and writing through interactions with language. Examples: participating in shared reading and writing, asking questions for clarification, expanding sentence awareness and vocabulary, participating in read-alouds 4. Exhibit an awareness of patterns in the language. - Story structure Examples: retelling and dictating stories - Patterns in sentences Examples: using predictable books; participating in choral readings, chants, rhymes, and raps - Sound/print relationships Example: using approximations in their own writings

KINDERGARTEN

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 5. Demonstrate curiosity about print in the environment. Examples: recognition of signs, logos, and words; exploration of sound-to-letter relationships; comparison of similarities and differences in letters and words 6. Develop an awareness that information may be obtained from a variety of sources. Examples: resource people, graphs, pictures, books, newspapers, electronic media
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	7. Become increasingly willing to express themselves in a variety of forms. Examples: sharing experiences, retelling stories or story endings, creating own stories, role playing, discussing classwork at learning centers, participating in puppetry, using poetry 8. Develop awareness of appropriate communication behaviors. Examples: showing interest in what others have to say; looking at speaker; responding appropriately, using appropriate grammar and expression 9. Express meaning through writing. Examples: scribblings, invented letters, pictures, strings of letters, approximate spelling

KINDERGARTEN

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 10. Become aware of the writing process (prewriting, drafting, revising, editing, and publishing). Examples: drawing, teacher-led brainstorming, role-playing, discussing, stringing letters together to express thought, using approximate spellings, sharing own work with others, displaying work 11. Explore conventional writing. - Varied writing tools Examples: pencils, markers, word processors - Letter formations

KINDERGARTEN

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	12. Demonstrate an interest in and enjoyment of language and literature in a variety of forms and contexts. Examples: big books, predictable books, trade books, live drama, author studies, interactive video, various genres
	13. Interact with books and other media when given a choice of activities.
	14. Share favorite stories and books.
	15. Handle books and media responsibly.
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	16. Become aware of the power and beauty of the written and spoken word. Examples: sharing writing with others, sharing books and ideas encountered in print, identifying with characters or events in a story
	17. Relate language arts material heard and/or viewed to situations in their lives. Example: using books to understand life situations—cooperating with others, losing a pet

KINDERGARTEN

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	18. Increase awareness of others through exposure to written, spoken, and visual communication. Examples: videos, author studies, children's literature, educational television, drama
	19. Attend with interest to works of literature presented orally. Examples: stories, poems, drama
	20. Become aware that materials and literature from various cultures may reflect differing values, beliefs, and interests. Example: diversity as it applies to people introduced in *Tomie DePaola's Book of Poems* compiled by Tomie DePaola
D. Understand and appreciate language and its development through literature and the analysis of language.	21. Derive pleasure from read-alouds and media viewing.
	22. Exhibit interest in literature.
	23. Exhibit creativity through interaction with literature. Examples: choosing to make a book or a puppet play, creating new endings to familiar stories

First Grade

First-grade students enter the classroom with a background of language experiences from their school, home, and community. They have an awareness of the importance of communication in today's world. The language arts program in first grade complements each child's continuing development in language by focusing on learning that is active and purposeful and by fostering a climate of trust that is child-centered and encourages critical thinking and risk-taking.

As students continue to explore the process of reading and writing, they are immersed in a print- and media-rich environment that stimulates imagination, satisfies curiosity, and generates a desire to grow in language learning. Students explore a variety of books, genres of children's literature, literature of various cultures, and literature written in different dialects, such as *Amazing Grace* by Mary Hoffman. Appreciation for cultural diversity and respect for others are fostered through exposure to works of literature and other media representative of various cultures, eras, and ideas, such as *Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions* by Cheryl Mattox. Curriculum integration is fostered through literature, such as *Growing Vegetable Soup* by Lois Ehlert, which reinforces science concepts in a story about students taking care of seedlings.

Through shared-book experiences and read-alouds, students learn the art of active listening. Within the natural integration of viewing and the four language arts strands, students develop an awareness of language as a whole instead of isolated pieces to which little or no meaning is attached.

Students have opportunities to write and are encouraged to share what they have written. As the teacher demonstrates reading and writing in the classroom, students see that the teacher values writing as a tool of self-expression and a vehicle for communicating with others. As the writing process evolves, students experiment and use approximate spelling to convey their thoughts, ideas, and feelings to others. Emphasis is on the process of the writing rather than the mechanics, so that creative thinking and expression flow unimpeded. This should be a gradual, evolving process that occurs in the context of meaningful literacy experiences.

Students have opportunities to speak before their peers and other audiences. This occurs in activities such as show-and-tell experiences, drama, and poetry recitation. As students begin to "own" their language, ample opportunities are provided for them to express themselves through oral language.

Because of the advancement of technology in today's world, it is necessary to provide students opportunities to take advantage of technological advancements by integrating media experiences with others in a natural, holistic manner.

FIRST GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Demonstrate an increased interest in and involvement with reading and writing through interactions with language. - Participating actively in shared reading and writing - Responding to questions Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events - Asking questions for clarification 2. Begin to use patterns in the language to create meaning. - Story structures Example: figuring out how stories, poems, and rhymes work - Patterns in sentences Example: predicting from word arrangement in choral readings - Cues provided by print Examples: semantic (context clues), syntactic (word patterns), grapho/phonemic (sound-symbol relationships) 3. Use pictures and text to create meaning from written material. - Connecting text, message heard, or material viewed to prior knowledge and experiences - Tracking (pointing to individual words) in a familiar story to locate a specific word - Recalling information Examples: character traits, setting, details, main idea - Retelling a story - Predicting words and phrases in a story using pictures and other context clues

FIRST GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 4. Begin to monitor their reading by rereading, predicting, and seeking help if needed. 5. Recognize words in the environment. Examples: menus, labels, logos, signs 6. Identify appropriate sources for obtaining information. Examples: newspapers, electronic media, resource people, graphs, pictures, books, dictionaries
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	7. Exhibit increased participation in self-expression in a variety of forms. - Sharing experiences, facts, and information Examples: discussion of classwork at learning centers, collaboration on projects - Retelling stories - Creating own stories Examples: narratives of personal stories, story endings, word processing - Dramatizing 8. Exhibit appropriate communication behaviors. Examples: cooperating when others initiate talk, expressing interest in what others have to say, looking at speaker, expressing sensitivity to nonverbal communication, asking appropriate questions

FIRST GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 9. Write, using manuscript. - Development of letter formation - Awareness of appropriate capitalization and punctuation - Appropriate spacing 10. Participate in the writing process (prewriting, drafting, revising, editing, and publishing). Examples: drawing; teacher-led brainstorming; webbing and mapping to generate topics; creating word banks; using pictures and/or words to express thought and connected ideas; using approximate and standard spellings; observing some important conventions of writing (capitalization, punctuation); sharing writing through public display, presentation, or publication 11. Use writing as a tool for communicating thoughts in all disciplines. Examples: pictures, lists, thank-you notes, journals, science and mathematics logs, friendly letters, envelopes

FIRST GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	12. Demonstrate an interest in and enjoyment of language and literature in a variety of forms and contexts. Examples: big books, predictable books, trade books, live drama, puppetry, choral reading, author studies, discussion groups, interactive video, various genres
	13. Select independently material to read and view. Examples: selecting materials based on interest and experience, assigning personal values to selections
	14. Use books and media responsibly. Examples: proper care, identification of sections
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	15. Recognize the power and beauty of the written and spoken word. Examples: assigning personal value to selections, sharing writing with others, sharing books and ideas encountered in print and other media, identifying with characters or events in a story
	16. Apply knowledge learned in the language arts program to life situations. Example: using books and other media to understand life situations

FIRST GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	17. Enhance and expand own view of world through exposure to written, spoken, and visual communication. Examples: videos, author studies, children's literature, educational television
	18. Attend with interest to works of literature presented orally. Examples: stories, live drama, nonfiction, biographies, videos
	19. Become aware of the experiences and feelings of others through a variety of media. Examples: read-alouds, interactive videos
	20. Recognize differing values, beliefs, and interests as reflected in materials and literature from various cultures. Example: variety of Australian places and dishes as depicted in *Possum Magic* by Mem Fox
D. Understand and appreciate language and its development through literature and the analysis of language.	21. Derive pleasure from read-alouds, media viewing, and reading.
	22. Display an interest in literature of a broader variety.
	23. Exhibit creativity through interaction with literature. Examples: choosing to write a book or a puppet play, creating new endings to familiar stories
	24. Select books for enjoyment and knowledge.

Second Grade

Second graders are developing a greater sense of appreciation, pleasure, and capability in the art of listening, speaking, reading, and writing. They are becoming more competent in problem solving and critical thinking. Second graders thrive in a print- and media-rich environment of books and other printed, viewing, and writing materials. Through shared-book experiences and the use of read-alouds, they experience the joy of meaningful language activities. Literature is often used as a springboard for writing by which students express their own feelings, reactions to, and ideas about what they have heard or read. This process is enriched when students share their writing with the class and others as they alternately learn to speak with confidence before a group and become a part of an attentive audience. In addition, students further develop appreciation for the written word as well as the ideas and feelings of others.

As students become more adept in process writing, their written products show growth. This process promotes cooperation with others as they work together in prewriting, drafting, revising, editing, and publishing. This cooperative effort enables students to see the value of effective writing strategies, placing emphasis on content of the writing rather than mechanics.

Because of the role technology plays in today's world, students are given the opportunity to use technological advancements such as interactive video or a word processing program.

Students listen to, view, and read literary works about other cultures. Works of literature, such as *Knots on a Counting Rope* by Bill Martin Jr. and *Koala Lou* by Mem Fox, offer insight into the value of a variety of cultures. While students learn to appreciate the language of others, a major focus is on the use of standard English in writing and speaking.

By the end of Grade 2, students have the ability to listen, speak, read, and write more effectively. Having experienced the beauty and power of language to a greater extent, they will more likely become lifelong language learners.

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Construct meaning from printed material by applying appropriate strategies across the curriculum. - Using semantic cues Examples: context clues, predictions - Using syntactic cues Example: word patterns in sentences - Using grapho/phonemic cues Examples: clusters of words, blends 2. Connect text, messages heard, and material viewed to prior knowledge and experience. - Participating in shared reading and writing with facility - Creating mental pictures - Following simple sequences (2-3 events) in a story - Recalling information Examples: plot/story beginning, middle and end; character traits; setting; details; main ideas - Responding to questions Examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes 3. Exhibit increased ability to monitor own reading by rereading, predicting, and seeking help if needed.

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 4. Read with ease materials encountered in their daily lives. - Informational Examples: classroom texts, maps, graphs - Recreational Examples: stories created by self and peers, trade books 5. Apply study strategies while reading. Examples: identifying sections of a book, classifying ideas 6. Use appropriate sources for obtaining information. Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries 7. Demonstrate appropriate listening behaviors. - Focusing on the listening task Examples: conversation, instruction, group discussion, rhymes, read-alouds - Establishing eye contact with the speaker - Being sensitive to nonverbal communication of the speaker Example: facial expressions - Asking appropriate questions to gain and to clarify information

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	Students will 8. Exhibit increased participation in self-expression in a variety of forms. - Sharing experiences, facts, and information Examples: book sharing, collaboration on projects - Retelling stories - Creating own stories Examples: narratives of personal stories, word processing - Dramatizing Examples: puppetry, poetry 9. Use appropriate oral language behaviors. Examples: adjusting tone and volume of voice in storytelling, stating a purpose for speaking, gaining facility in the use of appropriate language conventions (sentence structure, grammar, usage, mechanics) 10. Demonstrate fluency in manuscript writing and mechanics. - Legible letter formation and appropriate spacing - Appropriate capitalization Examples: proper nouns, first word of sentence, "I" - Appropriate punctuation Examples: sentence ending marks (periods, question marks, exclamation points), apostrophes in contractions and possessives

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 11. Begin to use the writing process when creating different forms of written expression. - Prewriting Examples: teacher-led brainstorming, webbing and mapping, reading, referring to personal experiences as sources of ideas - Drafting Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings - Revising Examples: revising own and others' work, accepting feedback from classmates, adding to stories - Editing Example: beginning to apply appropriate conventions of language (sentence structure, grammar, usage, mechanics) - Publishing Example: sharing own work with others 12. Use writing to clarify thinking in all disciplines. Examples: lists, journals, webbing, endings to stories, descriptions of science experiments and of problem-solving experiences

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	13. Demonstrate an interest in and enjoyment of language and literature in a variety of forms and contexts. Examples: big books, predictable books, trade books, live drama, puppetry, choral readings, author studies, discussion groups, interactive videos
	14. Read independently for increasingly longer periods of time.
	15. Use personal criteria when selecting reading materials to read and view. Examples: student interest and experience, extention of classroom learning
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	16. Acknowledge the power and beauty of the written and spoken word. Examples: assigning personal value to selections, sharing writing with others, identifying with characters or events in stories
	17. Associate information obtained through oral and written language with personal experiences. Example: using books and other media to understand life situations

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	18. Enhance and expand own view of world through exposure to written, spoken, and visual communication. Examples: videos, author studies, children's literature, educational television
	19. Attend with interest to presentations of works of literature representative of various cultures, eras, and ideas. Examples: dramas, poetry reading, plays
	20. Demonstrate an awareness of the experiences and feelings of others through a variety of media. Examples: read-alouds, independent reading, interactive video
	21. Identify differing values, beliefs, and interests as reflected in materials and literature from various cultures. Example: Chinese style of art as depicted in *Lon PoPo* by Ed Young, an Asian version of *Little Red Riding Hood*
D. Understand and appreciate language and its development through literature and the analysis of language.	22. Derive pleasure from read-alouds, media viewing, and reading.
	23. Display an interest in a variety of genres. Examples: fiction, nonfiction, biography, tall tales, folk tales, fairy tales, poetry

SECOND GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language. (continued)	Students will 24. Exhibit creativity through interaction with literature. Examples: choosing to write a book or a puppet play, creating own stories 25. Demonstrate preferences for certain types of books.

The Intermediate Grades
Third Grade - Fifth Grade

Student Characteristics. In Grades 3-5, both the level of learning and the materials used become increasingly sophisticated. In these grades, students gain more control over language. As students get older, trial-and-error learning leads to the thoughtful testing of new and different ways of working. During these grades, students are well socialized and fairly independent of home but still comply with adults. Reading ability and interest flourish because students are most receptive to others' ideas and influence. They share a common concern with learning tasks that impact on their lives. Experimentation that characterizes students in these grades produces great growth in language, thinking, and knowledge.

Cognitive Development. Many changes occur during Grades 3-5. Cognitive development is characterized as the period of concrete operations when students can function on the basis of rules as they examine and interact with language. As students mature, concrete experiences remain important and are essential in producing intense involvement and effective learning. Students in these grades are on the edge of abstract thinking. They need structure to relate new material to old material already stored in long-term memory. Classifying and sequencing are important cognitive operations that flourish during this period. Concept development occurs as learners interact with their environment and each other.

Social and Emotional Development. During the intermediate grades, social development and emotional development are generally characterized by excitement and joy. Students experience a growing sense of personal awareness as they interact with peers and adults outside the family. They become increasingly aware of the ways other people will react to their actions and ideas. Students gain the ability to infer accurately other people's thoughts and feelings; and they realize that since others can do the same, their own thoughts and feelings are the object of other people's thinking.

Transition Period. The increasing language ability of students in Grades 3-5 reflects a growing understanding of the physical and social world around them. As the range of their experiences increases, new concepts are formed and expressed through language. Instruction during these grades involves an increased focus on subject areas. This increased interaction with content requires students to develop and use effectively higher-level thinking skills. The content areas take literacy into a productive mode in which students read and write to learn.

Environment. Students in Grades 3-5 function best in a whole learning climate that has the elements of community, authenticity, and appropriateness. Such classrooms are characterized by cooperative learning. Whenever possible, students and teacher sit in a circle so that each can communicate with everyone else. This permits shared learning where

cooperation is essential. Giving students the opportunity to participate in an authentic situation as they practice language enables participation not possible in traditional textbook instruction. A discovery-based environment is created in which learners are engaged in decision making, problem solving, and purposeful learning. In this type environment, students have equal opportunities for involvement in the process. Appropriate strategies and activities are specifically designed to provide the opportunity for students to perform at their developmental levels. At the intermediate level, appropriateness is supported by a high degree of trust. Students get immediate feedback through communal activities and guided self-correction.

Evaluation and Assessment. Third-grade teachers should review the results of their students' performance on the *Integrated Reading and Writing Assessment for Grade Two.* Since thinking and language emerge simultaneously, results of this assessment provide insight into students' ability to comprehend and initiate meaningful communication. Established minimal standards of performance are measured by the third-grade *Basic Competency Test.* Results are useful in determining relative areas of strengths and weaknesses in language and reading.

Fourth-grade students participate in a norm-referenced testing program. Fifth-grade students demonstrate their ability to write in three modes of discourse by taking the *Alabama Direct Assessment of Writing: Grade Five.* A focused holistic score reflects the student's ability to address purpose, content, audience, organization, and clarity. An analytic score reflects skill in grammar, mechanics, usage, and sentence formation.

A valid assessment of student performance cannot be attained using a single measure. All testing data, formal and informal, should be used to build a composite picture of student performance.

Third Grade

The third grade begins a transition between a concrete emphasis of the primary grades and the complex focus of future grades. Students are moving into a language environment with an increased focus on content areas, requiring continued development and use of higher-level thinking skills.

The language arts program emphasizes language as a whole. Integrating listening, speaking, reading, and writing through authentic experiences allows students to develop self-confidence and assurance to voice their ideas at appropriate times freely and openly. Thus, they become more effective communicators.

Third-grade writers seek to convey information and ideas. The writing process in the third grade provides opportunities for students to increase their writing skills based on individual language abilities and reading experiences. They learn to express themselves and to interpret meaning through modes of discourse such as descriptive, narrative, and expository writings.

Students master manuscript writing and begin using cursive writing. Special attention is given to letter formation, spacing, slant, shape, and direction.

Students read and actively listen to a wide range of literature that reflects a diversity of cultural backgrounds. An appreciation of various cultures may be gained through such stories as *A Wave in Her Pocket* by Lynn Joseph, *The Orphan Boy* by Tolowa M. Mollel, *Why Mosquitoes Buzz in People's Ears* by Verma Aardema, and *Annie and the Old One* by Miska Miles. Students select and experience literature from a variety of genres, authors, and forms. Literature by authors such as Beverly Cleary, Joanna Cole, Eve Bunting, Avi, and Hans Christian Anderson exposes students to various genres as well as author styles. In this literature-rich program, students become aware of the influence that reading has on their language development. They approach literature knowing that they, too, are authors.

Students have many opportunities to build on previously developed concepts and to become prepared for the complexities they will encounter in future grades. They comprehend information presented in a variety of ways and communicate their thoughts in forms that serve their purposes.

Students' language development and acquisition of communication skills are continuously evaluated in meaningful ways. In addition to ongoing informal evaluations, formal evaluations are needed. Review of the results of students' performance on the *Integrated Reading and Writing Assessment for Grade Two* provides third-grade teachers with insights into students' ability to comprehend and initiate meaningful communication.

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Relate oral, written, and visual material to prior knowledge and experiences to expand comprehension. 2. Construct meaning from printed materials by applying appropriate strategies across the curriculum. Examples: previewing the text; using semantic, syntactic, and grapho/phonemic cues; retelling author's message 3. Read with ease materials encountered in daily lives. - Informational Examples: classroom texts, hobby books, directions - Recreational Examples: writings by self and peers, trade books 4. Employ study strategies to gain information. Examples: previewing, questioning, following directions, sequencing, locating 5. Use appropriate reference sources with assistance for a variety of purposes. Examples: glossaries, dictionaries, globes, charts, electronic media 6. Grow in confidence as listeners by applying appropriate strategies. - Focusing on the identified purposes - Attending to the listening task - Assigning meaning to messages received

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 7. Monitor own reading, listening, and viewing processes through evaluation. - Self - Peers - Teachers
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	8. Express meaning through writing simple sentences and short paragraphs. Examples: attending to mechanics, grammar, and usage; spelling correctly 9. Begin to write in academic, social, and personal situations. - Friendly letters - Envelope addresses - Thank-you notes - Invitations - Journals - Messages - Book reports - Poetry - Forms 10. Write in a variety of modes to express meaning. - Descriptive - Narrative - Expository

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 11. Use the writing process with guidance when composing different forms of written expression. - Prewriting Examples: brainstorming, mapping, reading - Drafting Example: expressing ideas - Revising Example: getting feedback from others - Editing Example: correcting common errors of grammar, usage, mechanics, and spelling - Publishing Example: sharing through a class newsletter 12. Write legibly in manuscript to communicate. 13. Demonstrate a beginning ability to communicate in cursive writing. - Letter formation - Space - Slant - Shape - Direction 14. Utilize the computer to gain confidence as a writer. 15. Demonstrate facility with oral language for a wide range of purposes. Example: storytelling—thinking of an interesting beginning, telling events in order, planning a good ending, speaking loudly and clearly, looking at the audience

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	16. Exhibit a growing independence in selecting appropriate print and non-print media for a variety of purposes. - Pleasure Examples: short stories, videos, poetry, trade books - Information Examples: newspapers, magazines, television, computers, nonfiction books
	17. Begin to interact responsibly with a variety of media to extend or enhance class studies and personal experiences. Examples: discriminating between fiction and nonfiction, dramatizing, role-playing
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	18. Clarify their thinking through writing and speaking. Examples: paraphrasing an article read, writing a response to a question
	19. Become aware of how events and characters encountered in written and spoken works reflect human experiences. Example: relating hardships faced by pioneers to hardships faced by families today

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	Students will 20. Choose to read/view a variety of literature representative of various cultures, eras, and ideas to develop an appreciation of their heritage and that of others. Examples: fiction, nonfiction, poetry, prose, drama, videos 21. Become aware of how text features are used to convey meaning. Examples: story elements, genres, topics 22. Attend with increasing interest to works of literature presented orally. 23. Relate the experiences and feelings of literary characters to their lives. Examples: listening to read-alouds, reading independently, viewing media 24. Expand their view of the world through exposure to multicultural literature. Examples: values, beliefs, interests

THIRD GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language.	Students will 25. Enrich expressions of language through engagement with literary works. Examples: similes, metaphors 26. Become aware of the influence that listening to and reading literature have on language development. - Increased vocabulary in listening, speaking, reading, and writing - Improved sentence and paragraph structure in writing - Improved spelling and mechanics in writing - Improved grammar and usage in speaking and writing

Fourth Grade

Fourth-grade students experience a year of change as they begin to assume many new responsibilities. Students are slowly led into the world of independent study as the year's content becomes broader and more concentrated (Atwell, *Coming to Know*, 53). The curriculum demands that students delve deeper than they have done with previous hands-on activities and short readings, thus the requirements become more academic. More intellectual demands are made of fourth-grade students, and they are expected to become serious students.

Students apply strategies to comprehend language before, during, and after reading and listening to construct meaning from oral and written language. Spelling, phonics, handwriting, grammar, and composition are interrelated and are studied in an integrated manner through listening, speaking, reading, and writing. Students begin to refine cursive writing in the fourth grade.

Students are involved in a broad range of writing experiences. They write in academic, social, and personal situations. They develop a sense of audience and begin to control the structure, tone, and final form of their writing. Activities relate authentically to the students' lives. Forms or modes for their writing include those assessed in the fifth grade—descriptive, narrative, and expository.

Oral communication is central to learning. It has provided the foundation upon which students learned to read and write and continues to play an important role in their development. Students are engaged in group discussions where they learn to share information and solve problems together.

A literature-rich environment opens the doors of discovery. Literature plays a role in developing positive attitudes toward students' cultural heritage and those of others—attitudes necessary for social and personal development. Multicultural literature might include *The Lost Umbrella of Kin Cu* by Eleanore Estes, *Sing Down the Moon* by Scott O'Dell, *The Most Beautiful Place in the World* by Ann Cameron, or *Song of the Trees* by Mildred Taylor. Author studies, such as those about E.B. White, Gary Paulsen, Virginia Hamilton, and Louisa May Alcott, expose students to the personal backgrounds and the various authors' styles. Students continue to select and experience literature for pleasure as well as for information. With guidance, students gain new perceptions, open up new worlds, develop new interests, and broaden and deepen experiences.

Students enter Grade 4 with a broad base of language strategies. These strategies are manifested in the students' abilities to communicate in speaking and writing and in their abilities to comprehend by listening and reading. Specific areas of growth are assessed by collecting samples of student work over a period of time.

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Link oral, written, and visual material to prior knowledge and experiences to expand comprehension. 2. Construct meaning from printed materials by applying appropriate strategies across the curriculum. Examples: predicting, using context clues, questioning 3. Read with ease materials encountered in daily lives. - Informational Examples: classroom texts, catalogs, directories - Recreational Examples: writings by self and peers, trade books 4. Employ study strategies with increasing facility to gain information. Examples: previewing, questioning, following directions, categorizing, skimming 5. Use reference sources for a variety of purposes. Examples: table of contents, encyclopedias, telephone directories, electronic media

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 6. Become more active listeners by applying appropriate strategies. - Establishing purposes - Focusing on the listening task - Discriminating among received messages - Assigning meaning to messages received - Using self-monitoring techniques to assess effectiveness 7. Begin to control reading, listening, viewing, and studying processes through evaluation. - Self - Peers - Teachers
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	8. Express meaning through writing sentences and paragraphs in an organized manner. Examples: attending to mechanics, grammar, and usage; spelling correctly 9. Write with ease in academic, social, and personal situations. - Letters • Friendly • Business - Thank-you notes - Envelope addresses - Invitations - Journals - Messages - Book reports - Poetry - Forms 10. Write in a variety of modes to express meaning. - Descriptive - Narrative - Expository

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 11. Use the writing process with assistance when composing various forms of written expression. - Prewriting Examples: brainstorming, webbing, discussing, reading - Drafting Example: expressing ideas with ease - Revising Examples: getting feedback from others, reorganizing ideas, making words more exact - Editing Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling - Publishing Example: making hard-bound books 12. Refine cursive writing. - Letter formation - Space - Slant - Shape - Direction 13. Utilize the computer to gain confidence as a writer. 14. Demonstrate increased facility with oral language for a wide range of purposes. Example: discussing—staying on the topic, asking questions for clarity, listening when others are talking, speaking clearly

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	15. Exhibit increased independence in selecting appropriate print and non-print media for a variety of purposes. - Pleasure Examples: short stories, videos, poetry, trade books - Information Examples: newspapers, magazines, television, computers, nonfiction books
	16. Interact with increased responsibility with a variety of media to extend or enhance class studies and personal experiences. Examples: writing book reports, discussing, discerning fact from opinion, identifying with one or more characters in a story
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	17. Use language to explore, clarify, and express their thoughts and feelings.
	18. Increase awareness of how events and characters encountered in written and spoken works reflect human experiences. Example: exploring folklore remedies of Alabama settlers

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	19. Choose to read/view a wide variety of literature representative of various cultures, eras, and ideas to develop an appreciation of their heritage and that of others. Examples: fiction, nonfiction, poetry, prose, drama, videos
	20. Begin to specify how text features are used to convey meaning. Examples: story elements, genres, topics, bold print
	21. Respond to works of literature presented orally.
	22. Compare the experiences and feelings of literary characters to their lives and the lives of others. Examples: listening to read-alouds, reading independently, viewing media
	23. Expand their view of the world through exposure to multicultural literature. Examples: values, beliefs, interests, customs
D. Understand and appreciate language and its development through literature and the analysis of language.	24. Enrich expressions of language through engagement with literary works. Examples: similes, metaphors, personification, idioms

FOURTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language. (continued)	Students will 25. Demonstrate facility with language through the study of literature. - Increased vocabulary in listening, speaking, reading, and writing - Improved sentence and paragraph structure in writing - Improved spelling and mechanics in writing - Improved grammar and usage in speaking and writing

Fifth Grade

Fifth-grade students are moving from concrete thinking toward formal operational thought (*Handbook* ..., 296). They process material further removed from their own experiences as they continue to develop and refine language abilities.

Students begin to be more reflective about their reading and writing. They become more aware of reading strategies that contribute to their proficiency in planning, evaluating, and regulating their own comprehension. Writing is used in helping students to develop an understanding of subject matter and to express themselves creatively. Students have numerous opportunities to write in the three modes of discourse—descriptive, narrative, and expository.

Fifth graders work toward refining listening and speaking skills as they listen attentively and talk to others in small groups where they ask and answer questions in verbal interactions. Students sometimes record their speeches or reports, so they can listen critically to their presentations.

Legible handwriting is viewed primarily as a tool used in the process of writing to communicate clearly. Students write to share ideas with others, to clarify their thinking, and to internalize what they have learned.

Self-selection of various forms of literature for pleasure and information allows students to respond to media by expressing opinions in group discussions, logs, and journals. Book talks allow students to introduce classmates to various authors, such as Mildred Taylor, Miska Miles, Jean Fritz, and Jerry Spinelli. Through listening, speaking, reading, and writing, students grow to appreciate the living, changing nature of literature.

Students recognize that a tradition of literature exists in every culture, reflecting its beliefs, values, and interests. Such literary works as *The Sign of the Beaver* by Elizabeth George Speare, *The People Could Fly* by Virginia Hamilton, and *The Big Wave* by Pearl Buck reflect the characteristics of multicultural literature. Students develop a critical appreciation of literature by encountering a wide variety of fiction, non-fiction, poetry, and prose and by establishing and using criteria for evaluating literature. Additionally, literature is used for developing vocabulary, improving sentence and paragraph structure, improving grammar and mechanics, and refining spelling.

The fifth-grade language arts program provides numerous opportunities for students to employ problem-solving and critical-thinking skills in all areas of the language arts. The student outcomes indicate that critical and creative thinking are encouraged. In addition to previous instruction, the content and activity inherent in these outcomes provide adequate background for the fifth-grade writing assessment and preparation for various assessments in Grades 6 and 7.

FIFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Associate oral, written, and visual material to prior knowledge and experiences to expand comprehension. 2. Construct meaning from printed materials by applying appropriate strategies across the curriculum. Examples: setting purposes for reading, connecting new information with prior knowledge and experiences, expanding ideas into new or different situations 3. Read with ease materials encountered in daily lives. - Informational Examples: classroom texts, manuals, tables - Recreational Examples: writings by self and peers, trade books 4. Employ study strategies with confidence to gain information. Examples: previewing, questioning, following directions, organizing, skimming, outlining 5. Select and use reference sources for a variety of purposes. Examples: encyclopedias, newspapers, thesauruses, card catalogs, electronic media

FIFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	6. Listen for a variety of purposes by applying appropriate strategies. - Establishing purposes - Focusing on the listening task - Discriminating among received messages - Assigning meaning to messages received - Using self-monitoring techniques to assess effectiveness
	7. Exhibit increasing control over reading, listening, viewing, and studying processes through evaluation. - Self - Peers - Teachers
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	8. Express meaning through writing compound and complex sentences and paragraphs in a well-organized manner. Examples: attending to grammar, mechanics, and usage; spelling correctly
	9. Write effectively in academic, social, and personal situations. - Letters • Friendly • Business - Thank-you notes - Envelope addresses - Invitations - Journals - Messages - Book reports - Poetry - Content-area reports - Forms

FIFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 10. Write effectively in a variety of modes to express meaning. - Descriptive - Narrative - Expository 11. Use the writing process when composing various forms of written expression. - Prewriting Examples: choosing a topic, establishing purpose and audience, clustering, discussing, interviewing, reading, writing, using ideas from external sources - Drafting Example: expressing ideas fluently - Revising Examples: getting feedback from others, reorganizing ideas, adding details, varying sentence length and structure - Editing Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling - Publishing Example: sharing computer-generated books 12. Write legibly in cursive writing to communicate. 13. Utilize the computer to compose. 14. Demonstrate increased facility with oral language for a wide range of purposes. Example: interviewing—planning questions to ask, asking questions politely and clearly, listening carefully to responses, taking notes on important facts

FIFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	15. Exhibit independence in selecting appropriate print and non-print media for a variety of purposes. - Pleasure Examples: novels, short stories, videos, poetry, trade books - Information Examples: newspapers, magazines, television, computers, nonfiction books
	16. Interact responsibly with a variety of media to extend or enhance class studies and personal experiences. Examples: discussing, writing logs, discerning propaganda, responding to characters and events in a story
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	17. Examine effective uses of language to communicate ideas and opinions.
	18. Describe how people, places, and events encountered in written and spoken works reflect human experiences and influence the thinking of the reader/viewer/listener. Example: comparing types of communication during the 1700s with those in the 1990s
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	19. Choose to read/view an increasingly wide variety of literature representative of various cultures, eras, and ideas to develop an appreciation of their heritage and that of others. Examples: fiction, nonfiction, poetry, prose, drama, videos

FIFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas. (continued)	Students will 20. Specify how text features are used to convey meaning. Examples: story elements, topics, bold print, italics 21. Critique works of literature presented orally. 22. Relate the experiences and feelings of literary characters to the context of their world. Examples: listening to read-alouds, reading independently, viewing media 23. Expand their view of the world through exposure to multicultural literature. Examples: values, beliefs, interests, customs
D. Understand and appreciate language and its development through literature and the analysis of language.	24. Enrich expressions of language through literary works. Examples: similes, metaphors, personification, idioms, alliteration, onomatopoeia 25. Demonstrate an increased facility with language through the study of literature. - Increased vocabulary in listening, speaking, reading, and writing - Improved sentence and paragraph structure in writing - Improved spelling and mechanics in writing - Improved grammar and usage in speaking and writing

The Middle School Grades
Sixth Grade - Eighth Grade

Student Characteristics and Programs. A language arts program for Grades 6-8 cannot be effective without consideration of the total development of the middle school student. Not only are these students undergoing obvious physical changes, any of which may cause them emotional stress; but they also are experiencing a monumental transitional period in their intellectual, psychological, and social development. A reality that compounds the stress relevant to this transitional period is that students in Grades 6-8 display a range of diverse intellectual abilities and learning styles. Because of these differences in their learning development, the effective language arts program must concern itself with three issues: (1) identifying learning problems created by this diversity; (2) avoiding the aggravation of these problems; and (3) promoting a learning environment that encourages students to identify their learning styles and teaches them how to move ahead cognitively. The language arts instructional program must help bring young adolescents to "...the threshold of maturing adolescence and beginning adulthood who can continue to learn into their adult futures" (Toepfer, 239). The program that best serves its students recognizes not only the educational but also the personal needs of young adolescents and creates learning environments sensitive to these needs. The nature of adolescents' development—their need to belong, to feel good about themselves, and to feel comfortable about taking risks in the classroom—makes it imperative that educational environments provide students opportunities to fulfill these needs and encourage experiences that result in academic self-confidence and positive self-esteem.

Levels of Thinking. An effective middle school language arts program must reflect the degree to which students are able to master concepts at the various levels. In some cases, outcomes for the middle school students may seem repetitious; but, as their development suggests, the students need opportunities to reinforce what they have learned. For example, one outcome may involve character analysis in a story. A sixth-grade student may write a description that includes mostly physical attributes. A seventh grader may focus on more of the character's personality. The eighth grader may be able not only to look further into the inner nature of the character but also to note the author's use of characterization to enhance the story.

Learning Styles. An effective middle school language arts program also recognizes the validity of learning styles. Relatively few students are auditory learners; more are kinesthetic, and even more are visual learners. The program that matches teaching to learning styles allows for better processing, longer concentration, and more efficient learning. Teachers who understand the learning differences of their students realize that lecturing is the least effective means of teaching and reaching the majority of middle school students.

Multicultural Literature and Media. An effective language arts program also focuses on students' involvement with multicultural literature and media. Introducing young adolescents to a variety of recognized authors of other cultures not only helps students develop a respect for cultural differences but also helps students see and use differing language structures and models. This introduction to diversity through literature and media helps inquiring adolescent learners see the similarities that bridge the differences among the cultures, thus encouraging understanding and empathy and the breaking down of cultural barriers that hinder intellectual growth. Involvement with multicultural literature and media fosters the enjoyment of and appreciation for language.

Conventions of Language. Just as language is whole, language instruction needs to remain whole also. Aspects of the language arts program, such as grammar, spelling, handwriting, and vocabulary study, are integrated throughout the language arts program. Even when explicit instruction is necessary, it can remain meaningfully student-centered. Talking about words in context to discover their meanings, using references as aids in clarifying meanings, and building personal word banks are practices that increase vocabulary and support personal spelling skills. During the editing and proofreading stages, students are given opportunities to examine their own and each other's work for spelling and other errors. The checklist on pages 87-90 provides guidance as students revise and edit their work. Although it is based on the rubric for the seventh-grade writing assessment, it is designed to be used for both oral and written work and in various group editing situations: teacher-student conferences, peer conferences, and/or group conferences. In addition, students are taught to conference with themselves regarding both oral and written work. During the editing phase, students also concentrate attention on neatness and legibility of handwriting. Opportunities to improve handwriting skills are made available to students in need of assistance. Individual and small group instruction can be scheduled to meet students' needs.

Assessment and Evaluation. Students in the middle grades have ample opportunities to give and receive peer and/or teacher feedback on all work. Evaluation is handled by individuals, by peers, and by the teacher. Students keep portfolios of both their on-going work and their best work. Checklists are used periodically, and timed writings are done occasionally. In addition to ongoing classroom evaluation, students in Grades 6-8 participate in statewide assessments. Sixth-grade students take the *Basic Competency Test* to assess their basic skills. Seventh graders write for the *Alabama Direct Assessment of Writing: Grade 7* to assess their performance in descriptive, narrative, expository, and persuasive modes of discourse. Eighth-grade students take a norm-referenced test.

Sixth Grade

Sixth graders begin a transitional stage that is characteristic of most students ages eleven through fourteen. It is during the sixth-grade year that students begin to make more responsible decisions, take more responsibility for their learning, and take risks in order to expand their language arts skills. In this grade, approximations are not only allowed but encouraged. Therefore, students are willing to try language in new and different ways. Without taking risks, sixth-grade students may never acquire and control the concepts and processes needed by twenty-first century communicators. Their teachers hold the key to students' taking academic risks by creating a learning environment that is emotionally safe (Irvin, 297).

Everyone in the classroom reads and writes, including the teacher. Students read and talk about what they have read; write and show others what they have written; communicate their feelings and thoughts orally and listen while others do the same. The teacher teaches by showing how. Sixth graders are media consumers in the true sense of the word, utilizing electronic media in their inquiries and using the computer for word processing and for sharpening various skills. While students are developing new communication skills, critical and creative thinking skills, and a greater appreciation of the language, they are continuing to acquire academic self-confidence and positive self-esteem. As students grow in the language arts, they are adequately preparing for the *Alabama Direct Assessment of Writing: Grade 7* and for the ninth-grade *Basic Competency Test*.

Students must become effective communicators if they are to succeed in school or in life. Language instruction in the sixth-grade classroom is guided by authentic, purposeful events rather than arbitrary discussions. Students write to real people for real purposes, deliver and respond to speeches, read and interpret traditional and current literature from all cultural groups, and view advertisements for specific information. The main strategy for promoting literacy is that individuals learn to listen, speak, read, write, and view by listening, speaking, reading, writing, and viewing in meaningful ways. Students begin to understand why specific strategies and processes succeed as learning in language arts is applied to other curricular areas. Students learn how to find the information they need for a specific task and how to organize it into different forms, thereby learning how powerful language can be when it is understood and controlled.

Language is kept whole even though ideas and information often are presented in different forms. When focusing on a specific part of a process, skills are kept within a context that is meaningful to individual students. Spelling, vocabulary study, grammar, and handwriting are handled within the context of individual oral and written pieces. Scheduled mini-lessons and conferences, as well as unscheduled teachable moments, promote student acquisition and refinement of the concepts and processes needed in these areas.

The classroom is filled with assorted reading materials: trade books, multicultural pieces from traditional and contemporary recognized authors, and peer writings. Students have opportunities to learn to choose reading materials of quality. They share and discuss how they feel about certain selections. For example, students may identify with Matt or Attean as they struggle for survival in the wilderness in Elizabeth Speare's *The Sign of the Beaver;* discover the consequences of war in Eleanor Coerr's *Sadako and the Thousand Paper Cranes;* or empathize with Brian, who is devastated by his parents' divorce, in Gary Paulsen's *Hatchet.* Students have opportunities to record interpretations and critiques in response journals or through oral presentations.

In the sixth-grade classroom, students make choices and decisions about reading and writing that will contribute to the appreciation and enjoyment of superior reading materials throughout their lives.

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Interpret oral, written, and/or visual material. Example: relationship of the material's message to personal experiences 2. Construct meaning by applying appropriate strategies to printed material across the curriculum. Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message 3. Read with ease materials encountered in their daily lives. - Informational Examples: school/classroom rules, letters from parents/relatives, response journals, Grade 6 content materials, school newspaper - Recreational Example: self-selected materials—trade books, self-help materials, vocational information 4. Utilize the studying process to manage information. Examples: locating resource materials and information, note taking, organizing, questioning, retaining information

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 5. Demonstrate an awareness of the research process. - Use of multiple sources Examples: locating, retrieving, selecting, evaluating - Variety of purposes Examples: personal research, content-area research - Documentation Example: correct use of copyright laws - Presentation of findings Example: projects 6. Demonstrate general listening behaviors in various situations for different purposes. Examples: comprehending message, understanding literal meaning of words used, remembering significant details accurately, remembering directions or sequences, paraphrasing spoken message 7. Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	Students will 8. Use the writing process confidently and competently when composing various forms of written expression. - Prewriting Example: topic choice—word/topic banks - Drafting Example: focus on purpose - Revising Examples: response groups, teacher conferences - Editing* Example: making needed corrections - Publishing Examples: oral sharing, room displays 9. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations. Examples: conversations, written communications, announcements, discussions 10. Compose and present in many ways, using various techniques for different audiences. Examples: descriptive, narrative, expository, and persuasive essays and speeches; friendly letters; informal reports; forms 11. Compose, imitating meaningful literary models. 12. Utilize computer technology to enhance reading and writing skills. Examples: interactive reading and writing programs, word processing *See Checklist, Pages 87-90.

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 13. Evaluate personal writing processes individually and collaboratively. - Use of the process - Specific products 14. Demonstrate an ability to integrate oral reading with written composition, listening, and/or viewing. Example: choral reading 15. Respond orally with understanding and empathy to information read, viewed, and/or heard. Example: classroom discussions 16. Demonstrate active listening and speaking behaviors related to effective oral communication in a variety of situations for various purposes. - Interpersonal situations (one-on-one) Examples: taking turns, asking questions, proximity to other person, attending - Group discussions Examples: taking turns, asking questions, facial expressions, attending - Public speaking Examples: awareness of audience, posture, gestures, attending 17. Evaluate their control of the oral communication process.

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	18. Select and indicate preference for various forms of written, spoken, and visual communication. Example: how-to books—fishing, softball, health
	19. Acquire listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	20. Determine the author's purpose. Examples: monologues, diaries, journals
	21. Experience the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	22. Respect recognized written, spoken, and visual works of literature representative of various cultures and eras. Examples: reading books and plays; listening to presentations; participating in class, school, and/or community productions; attending presentations; viewing movies and television productions

SIXTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas. (continued)	23. Recognize various forms of literature according to characteristics. Examples: fairy tales, historical fiction
	24. Recognize the value of linguistic and cultural diversity through literature.
D. Understand and appreciate language and its development through literature and the analysis of language.	25. Be aware of writing and speaking styles that incorporate dialects, idioms, and intonation patterns.
	26. Explore the etymology of language. Examples: origin of words, cultural and/or regional expressions

Seventh Grade

Students move into a new developmental stage in the seventh grade. They become more aware of all aspects of the world in which they live, and it is the language arts program that opens that world for them. "Like it or not, middle school is where we keep them or lose them, and they all go to English class" (Liner, 8). It is crucial that seventh graders deepen their love of language and sharpen and internalize the communication processes learned earlier. Such expansion and refinement will direct them toward a lifelong desire to learn.

In the language arts classroom, students respond best to a teacher who possesses a deep curiosity toward the world and a special thoughtfulness toward the presentation of that world to young people, who encourages students to "...explore new topics and concerns with courage and vigor, building conceptual information while improving basic skills" (Davidson and Koppenhaver, ix). The classroom environment allows students to refine previous learnings and to take responsibility for and become actively involved in their own learning. Students have a wide choice of activities: group learning experiences; process reading and writing; conversations and discussions; learning through music, movement, arts and crafts, drama, and role-playing; community involvement; and interaction with technological media. Through these activities, creative and critical thinking are valued.

Seventh graders have unique language and developmental needs that cannot be deferred until high school. Therefore, the language arts curriculum has a special challenge to provide students opportunities in listening, speaking, reading, writing, and viewing. Students actively engaged in a wide variety of thinking processes expand confidence in their ability to solve problems, make decisions, and control their learning. "They must have opportunities to draw conclusions for themselves and [engage in] open-ended discussion where it isn't necessary to come up with the right answer" (Garvin, 24). They are guided toward a new level of thinking when teachers provide a safe climate conducive to questioning and decision making. This active involvement helps students see connections between what they are learning and what they already know, calling on them to draw upon prior knowledge, experiences, feelings, beliefs, and values. These connections are essential for meaningful learning. In addition, students apply what they are learning to real-life situations; they become involved with literature representative of other content areas so that they recognize the value of language arts to these other subject areas; and students are inspired to explore their own interests and talents by applying them to classroom activities. These important connections encourage students to acquire and refine effective communication processes.

Students are given opportunities to confer with their teacher and peers and to examine each other's work for spelling errors, appropriate vocabulary usage, and legible handwriting. When students know the criteria for evaluation, they have a better understanding of their

academic learning and progress. Students take much of the responsibility for monitoring their own language growth by keeping portfolios, keeping reading journals or logs, and participating in timed formal and informal writing sessions. The checklists on pages 87-90 provide guidance for students as they edit and revise their work. Using these checklists helps students prepare for the *Alabama Direct Assessment of Writing: Grade 7* and for the ninth-grade *Basic Competency Test.*

In today's world, there are many opportunities to read, view, and listen to media presentations that provide information relevant to the seventh grader's immediate needs. Introducing students to a variety of recognized authors of diverse cultures not only helps them develop a respect for cultural differences but also helps them to see, to use, and to refine differing language structures and models. Students may examine racial prejudice in Belinda Hurmence's *A Girl Called Boy;* enjoy the hilarious poems in Shel Silverstein's *Where the Sidewalk Ends;* and learn about love, envy, rage, and forgiveness in Paula Fox's *Village by the Sea.* Through reading, writing about, viewing, and discussing the themes in these and other pieces of literature, students can see that literature often reflects life.

Students refine the skills and expand the knowledge acquired the previous year as they make responsible decisions regarding their language needs.

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Analyze oral, written, and/or visual material. Example: message in a "stay in school" commercial 2. Construct meaning by applying appropriate strategies to printed material across the curriculum. Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message 3. Read with ease materials encountered in their daily lives. - Informational Examples: posted activity notices, school system and community rules, notes from peers, personal journals/diaries, Grade 7 content materials, class yearbook - Recreational Example: self-selected materials—trade books, self-help materials, vocational information 4. Utilize the studying process to manage information. Examples: locating resource materials and information, note taking, organizing, questioning, retaining information

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 5. Conduct project research, individually and collaborately, utilizing all aspects of the research process. - Use of multiple sources Examples: locating, retrieving, selecting, evaluating - Variety of purposes Examples: personal research, content-area research - Documentation Example: correct use of copyright laws - Presentation of findings Examples: reports, speeches 6. Refine general listening behaviors. Examples: identifying main idea and summarizing, understanding context meaning of words used, listening for implications of significant details, understanding relationships among ideas, connecting spoken message to prior experiences 7. Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	Students will 8. Exhibit proficiency in the use of the writing process. - Prewriting Examples: topic choice, group and/or individual brainstorming - Drafting Example: focus on purpose and audience - Revising Examples: response groups, teacher conferences - Editing* Example: making needed corrections - Publishing Example: making books 9. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations. Examples: conversations, written communications, interviews, public speaking 10. Compose and present in many ways, using various techniques for different audiences. - Descriptive, narrative, expository, and persuasive essays and speeches - Poems - Social notes - Forms 11. Compose, following the examples of meaningful literary models. 12. Acquire facility in the use of computer technology to enhance reading and writing skills. Example: word processing and editing programs

*See Checklist, Pages 87-90.

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 13. Evaluate personal writing processes individually and collaboratively. - Use of the process - Specific products 14. Integrate oral reading with written composition, listening, and/or viewing. Example: Reader's Theater 15. Discuss orally, with understanding and empathy, information read, viewed, and/or heard. Example: small-group discussions 16. Demonstrate speaking and listening behaviors related to effective oral communication in a variety of situations for various purposes. - Interpersonal situations (one-on-one) Examples: appropriate language use, tone of voice, responding - Group discussions Examples: appropriate language use, posture, gestures, responding - Public speaking Examples: message organization, facial expressions, eye contact, responding 17. Evaluate their control of the oral communication process.

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	18. Select and indicate preference for various forms of written, spoken, and visual communication. Examples: novels, videotaped drama
	19. Refine listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	20. Determine the author's purpose. Examples: descriptive, expository, persuasive writings
	21. Recognize the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	22. Appreciate recognized written, spoken, and visual works of literature representative of various cultures and eras. Examples: reading books and plays; listening to presentations; participating in class, school, and/or community productions; attending presentations; viewing movies and television productions
	23. Recognize various forms of literature according to characteristics. Examples: myths, realistic fiction
	24. Respect the literature because it incorporates linguistic and cultural diversity.

SEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language.	Students will 25. Recognize writing and speaking styles that incorporate dialects, idioms, and intonation patterns. 26. Examine the etymology of language. Examples: origin of words, cultural and/or regional expressions

Eighth Grade

Eighth graders have reached a developmental level where they not only are more confident about previous learnings but also are becoming more competent learners. They are capable of assimilating new learnings into their previous learnings more readily, and some are beginning to think more abstractly. Students gain new thinking strategies through teacher demonstration of formal thought processes. The complexity of work they are capable of handling has increased somewhat from the previous year. The expansion and continuous refinement of language concepts and processes allow eighth graders to advance in new personal directions.

The language arts classroom is an exciting, student-oriented place where the kids come first (Connors, 177). The teacher in this classroom is someone who is willing to listen, respects the unique qualities of students, shows kindness, and is friendly. Students feel comfortable talking with this teacher and can communicate their feelings and thoughts in writing and speaking without hesitation. "To educate this unique group of children effectively, teachers must use learning strategies that accommodate [students'] special and varied needs. That is, it is imperative that teachers use instructional methods that are developmentally appropriate. Instruction should be designed based on what we know about young adolescents and based on what we know about effective learning strategies" (Irvin, 296).

Language arts instruction is designed to encourage students to personalize and expand their communication processes, enjoy and appreciate language, and promote abstract thinking. Higher-level thinking is stimulated through appropriate teaching strategies. If students are expected to do an assignment that requires abstract thinking, it may be necessary for the teacher to demonstrate this thinking so students can practice it. For example, the teacher may encourage a student to elaborate on a response or prompt students to engage in problem-solving situations. As students enter into role-play, simulation of problems, drama, and other activities, their higher-level thinking is expanded. Students are responsible for finding information for a specific assignment and organizing this information appropriately.

In the eighth-grade language arts classroom, listening, speaking, reading, and writing are treated holistically. Language is kept relevant for the student. Students have some choice about topics for writing and speaking. Having some control over the texts and their writing and speaking gives them responsibility for their own language learning. Grammar, spelling, vocabulary study, and handwriting are taught in the meaningful context of student writings and oral presentations. Students' strengths and weaknesses in writing identified by the *Alabama Direct Assessment of Writing: Grade 7* direct some of the writing instruction.

"The process of growing up is the process of trying things out, of making mistakes, and of finding successes" (Connors, 177). Evaluation techniques that capitalize on students' successes are an important part of accommodating their special and varied needs. Students are responsible for keeping portfolios of their writings; their work is evaluated periodically by teacher checklists; and they participate in occasional timed writings. They are responsible for conducting on-going self-evaluation and frequent peer evaluation. The focus of the assessments is on students' creation of academic products that will accurately demonstrate what they know and what they have learned. As students work toward the accomplishment of the outcomes listed for Grade 8, the language and reading skills needed for the ninth-grade *Basic Competency Test* are more than covered.

Literature is important in the eighth-grade language arts classroom. Students interact with many examples of literary genres of this century, not only through print but also through media by viewing films, television series, serialized dramas, and documentaries. An important aspect of the material eighth graders read, listen to, and view is that it is relevant to their lives and their studies in other content areas. Students may empathize with the "Greasers" as they struggle with peer relationships, poverty, and a search for self in *The Outsiders* by S. E. Hinton; deal with difficult questions concerning the nature of humankind in Peter Dickinson's *Eva;* and suffer with Mandy as she fights to better her lot in life in George Ella Lyon's *Borrowed Children.* Students write responses and critiques in their response journals and learning logs and discuss their interpretations with peers and their teacher.

The eighth-grade language arts program provides rich experiences that enable students to develop the competence and confidence in communication necessary for the in-depth studies in Grades 9-12.

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Critique oral, written, and/or visual material. Example: explanation of the material's effectiveness 2. Construct meaning by applying appropriate strategies to printed material across the curriculum. Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting and confirming author's message, confirming author's credentials, confirming intention and validity of message 3. Read with ease materials encountered in daily life. - Information Examples: movie schedule, television schedule, Alabama laws, notes from special friends, interest inventories, Grade 8 content materials, media yearbook - Recreational Example: self-selected materials—trade books, self-help materials, vocational information 4. Utilize the studying process with independence to manage information. Examples: locating resource materials and information, note taking, organizing, questioning, retaining information

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 5. Conduct individual research, utilizing all aspects of the research process. - Information management Examples: locating, selecting, retrieving, evaluating - Information documentation Example: correct use of copyright laws - Information organization Example: presentation method - Presentation of findings Examples: formal report, speech, debate 6. Demonstrate critical listening behaviors in various situations for various purposes. Examples: distinguishing fact from fantasy, distinguishing well-supported statements from opinion, judging validity of message, detecting and evaluating the use of persuasive techniques, evaluating qualifications of the speaker 7. Evaluate their control of the reading, listening, viewing, studying, and research processes through self-monitoring and feedback from peers and teachers.

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	Students will 8. Internalize the writing process. - Prewriting Example: graphic organizers for selecting a topic - Drafting Example: focus on audience, purpose, and viewpoint - Revising Examples: response groups, teacher conferences - Editing* Example: making needed corrections - Publishing Example: literary magazines 9. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations. Examples: conversations, written communications, debates, dramas 10. Compose and present in many forms, using different techniques for various audiences. - Descriptive, narrative, expository, and persuasive essays and speeches - Plays - Research reports - Business letters - Forms 11. Compose, using recognized literature as models. 12. Exhibit proficiency in the use of computer technology to enhance reading and writing skills. Examples: word processing programs, editing programs *See Checklist, Pages 87-90.

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 13. Evaluate personal writing processes individually and collaboratively. - Use of the process - Specific products 14. Exhibit proficiency in integrating oral reading with writing, listening, and/or viewing. Example: plays 15. Critique orally with understanding and empathy information read, viewed, and/or heard. Example: panel discussions 16. Demonstrate active listening and speaking behaviors related to effective oral communication in a variety of situations for various purposes. - Interpersonal situations (one-on-one) Examples: appropriate language use, tone of voice, responding - Group discussions Examples: appropriate language use, posture, gestures, responding - Public speaking Examples: message organization, facial expressions, eye contact, responding 17. Evaluate their control of the oral communication process.

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	18. Select independently and indicate preference for various forms of written, spoken, and visual communication. Examples: biographies, informational videotaped documentaries
	19. Expand listening, speaking, reading, and viewing habits through involvement/interaction with varied language media.
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	20. Determine the author's purpose and attitude. Examples: short stories, editorials
	21. Appreciate the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action. Examples: writing in a literature response journal
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	22. Value recognized written, spoken, and visual works of literature representative of various cultures and eras. Examples: reading books and plays; listening to presentations; participating in class, school, and/or community productions; attending presentations; viewing movies and television productions
	23. Distinguish various forms of literature according to characteristics. Examples: epics, science fiction
	24. Value literature because it incorporates linguistic and cultural diversity.

EIGHTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language.	Students will 25. Appreciate writing and speaking styles that incorporate dialects, idioms, and intonation patterns. 26. Analyze the etymology of language. Examples: origin of words, cultural and/or regional expressions

GRADES SIX – EIGHT CHECKLIST

1. PURPOSE—ALL MODES

a. Has the writer/speaker addressed the topic?
b. Is the piece presented appropriately in the chosen mode?

2. CONTENT—BY MODE

Descriptive Mode

a. Does the writer/speaker clearly describe someone or something?
b. Has the writer/speaker used vivid sensory details?
c. Are other relevant details included?

Narrative Mode

a. Does the writing or speech clearly narrate a sequence of events?
b. Does it tell explicitly what happened?
c. Does it provide a definite time frame?

Expository Mode

a. Does the writing or speech present reasons, explanations, or steps in a process?
b. Has the writer/speaker used logical order?
c. Has the writer/speaker used appropriate sequencing of steps or ideas?
d. Does the writing or speech contain a main idea, supporting details, and a conclusion?

Persuasive Mode

a. Does the writer/speaker present reasons and examples that influence action or thought?
b. Has the writer/speaker clearly stated an opinion with supporting details and/or specific examples?

3. AUDIENCE—ALL MODES

a. Does the writer/speaker's word choice reflect a sense of the intended audience?
b. Does the writer/speaker's tone address the audience appropriately?

4. ORGANIZATION AND CLARITY—ALL MODES

a. Does the writer/speaker display a definite plan with a variety of strategies?
b. Does the writer/speaker use one controlling idea without wandering from it?
c. Does the writer/speaker show a strong sense of logical progression and overall completeness?
d. Does the writer/speaker introduce the topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
e. Does the writer/speaker present ideas so that they flow smoothly from one to the next with clarity and coherence?
f. Does the writer/speaker display a strong sense of author control?
g. Does the writer/speaker use varied sentence formations and structures appropriately?
h. Does the writer/speaker display creativity in presenting information?
i. Does the writer/speaker display proficiency in grammar, usage, and mechanics?

5. WRITING MECHANICS

a. Has the writer made any errors in basic mechanics?
   - *Basic mechanics* refers to the use of punctuation and capitalization commonly needed to write basic sentences.

   Examples:

   Capitalization—proper nouns, *I*, first word in a sentence, buildings, geographical locations, and languages.
   Commas—before a coordinate conjunction; to separate day of month from year, city from state; direct quotation from rest of sentence, and a name of direct address.
   End punctuation—after all complete sentences, exclamation points after interjection.
   Colon—in writing time (11:00 a.m.).
   Appropriate use of parentheses.

b. Has the writer successfully used advanced techniques?
   - *Advanced mechanics techniques* refers to the use of punctuation not absolutely required for basic communication.

   Examples:

   Underlining of appropriate titles, other than books, newspapers, and magazines, such as movies, plays, and videos.
   Appropriate use of single quotation marks for quotations within direct quotations.
   Correct use of a semicolon, such as to replace the conjunction or period between two closely related independent clauses or before a transitional conjunction, such as "however" or "moreover" (; however,).
   Correct use of a colon when preceding a list or example, or when used to separate two independent clauses if the second explains the first (rather than using a period or conjunction).
   Use of the comma when it sets off an appositive or other nonessential element (interrupter).
   Correct use of hyphens, dashes, slashes, and ellipses.
   Correct use of apostrophes.
   Use of brackets within parentheses.

6. SENTENCE FORMATION

a. Has the writer/speaker made any errors in sentence formation?
   - *Sentence formation* refers to whether written/spoken expressions are in complete sentences or are fragments and run-on sentences. This term also applies to the use of words and phrases that affect the complexity of the sentence but not the sentence structure: in introductory (and other) prepositional phrases, other adverb and adjective phrases, and appositives.

b. Has the writer/speaker successfully used varied and/or advanced sentence formation ?
   - *Advanced sentence formation* refers to the complexity and variety in sentence make-up used appropriately with the content, not contrived or convoluted.

7. SENTENCE STRUCTURE

a. Has the writer/speaker made any errors in sentence structure?
   - The *syntactic complexity* represents the number and kinds of clauses in a sentence. Classifications include simple, compound, complex, and compound-complex.

     • *Advanced sentence structure* refers to an appropriate variety of simple, compound, complex, and compound-complex sentences; frequent, appropriate use of complex or compound-complex sentences.

   - Purposes of a sentence refer to declarative, imperative, interrogative, exclamatory.

8. GRAMMAR AND USAGE

a. Has the writer/speaker made any errors in grammar and usage?
   - *Grammar* is the study or rules of word structure and word arrangement; the aspects of language rules that deal with acceptable forms and structure of words and their common arrangement into sentences. Grammar is more closely allied with *Sentence Structure* than with *Sentence Formation* or *Usage*.

   Examples:

   Agreement in number—subject-verb, pronoun-antecedent
   Case—nominative, objective, possessive
   Sentence patterns—S-V, S-V-DO, S-V-IO-DO, S-V-DO-OBJ. COMP. (ADJ), S-V-DO-OBJ. COMP. (NOUN), S-V-PN, S-V-PA
   Syntax—sentence structure
   Morphology—affixes and roots

   - *Usage* refers to the word and sentence forms that are not strictly defined within *grammar*.

   Examples:

   Articles
   Comparative/superlative degrees
   Its/it's
   Colloquial terms such as "ain't"
   Accept/except
   Non-idiomatic expressions
   Double negatives
   Verb forms and tenses

b. Has the writer/speaker chosen words that are expressive, powerful, and/or creative?
   - *Creative/imaginative word choice* is the selection and use of words that obviously lend a sense of clarity to the expressed idea; use of precise terms, as opposed to general or vague ones; use of words that accurately create a visual image of the idea; selection of words that appeal to sense other than sight (smell, touch, sound, and taste); the creation of a natural rhythm in harmony with the content of the expression; and extensive or sustained use of figures of speech other than similes or metaphors.

The Senior High Grades
Ninth Grade - Twelfth Grade

Student Characteristics. In Grades 9-12 students experience tremendous challenges. While making the transition from middle school to high school, ninth graders are expected to conform to adult standards of behavior and to meet the high academic expectations of their teachers. Students assume new responsibilities such as working, driving, and making career choices. A wide range of intellectual abilities, learning styles, and future plans presents a challenge for the senior high teacher as well.

Teaching/learning Styles. The outcomes for Grades 9–12 may be accomplished in a variety of classroom settings, allowing for individuality in teaching style. Students in the senior high grades are better equipped to learn within a lecture setting than in previous grades; however, students' learning differences dictate that the classroom lecture, appropriate on occasion, should be rare. Each student has a dominant style consisting of a particular combination of analytic or global and auditory, visual, tactile, or kinesthetic components. Through the schooling process, most have strengthened other learning avenues. However, since students' individual styles remain dominant for the most efficient learning, the most effective teachers will accommodate these individual learning styles. Varying one's method of presentation ensures that all students have equal opportunities. In addition, to accommodate both the technologically literate students and the ones who wish to become so, senior-high teachers will integrate technology into research and writing experiences.

Scope. The content of this course of study provides adequate opportunities for students to master basic competencies required for graduation but in no way limits skill development to minimum competencies. Students engage in activities that emphasize vocabulary development and critical thinking. Both creative and critical thinking are encouraged and demanded. Oral and written communication of many kinds are encouraged, including discussing and writing about aspects of literature such as organizational patterns, imagery, and characterization. A variety of student responses to literature and other readings, encouraging both creative and critical thinking, is an essential element of the program. Students use the writing process to produce thoughtful compositions in standard written English for both practical and personal purposes.

Students are involved in practices that integrate viewing and the strands of listening, speaking, reading, and writing in ways that are interesting, practical, and scholarly. A major objective of study in Grades 9-12, as the culmination of K-12 growth, is that students internalize the value of print and oral communication as they become independent lifelong learners and effective users of language.

Literature. Because of the increasing importance of the interdependence of

global cultures, world literature is the focus in Grades 9 and 10. In the eleventh grade, readings are selected from American literature, thus complementing the study of American history. Twelfth graders study British literature as the culmination of their literary experience. In addition to focused literature studies, students need opportunities to read multicultural selections.

Alternative Courses.

1. Technical Communication. Some students will have identified and chosen a career focus in vocational and technical education before the eleventh or twelfth grade. Whether these students plan to enter the job market immediately after high school or continue their formal education, they must be able to communicate effectively and solve problems efficiently to achieve their personal and occupational goals. To meet this need, technical communication courses have been developed as an alternative to traditional language arts courses. Because communication skills are best learned though practice and application in a meaningful context, these courses use real-life examples and emphasize hands-on learning activities. Student outcomes for technical communication are determined by the rigorous content specifications and competencies required for the Applied Communication Modules. Additionally, students will read selections from American literature (Grade 11) or British literature (Grade 12) with an emphasis on work and its value in society. Research and research paper development will also focus on careers and occupational choices.

2. Advanced Placement Courses in English. Advanced Placement (AP) is a program of college-level courses and examinations for secondary school students. The program is sponsored and coordinated by The College Board and Educational Testing Services. The AP program gives students opportunities to pursue college-level studies while still in high school and possibly to receive college credit upon entering a university or college of their choice. Students encounter strenuous literary analysis and/or write well-developed compositions leading to effectiveness in style. Presently, the AP program offers two separate course descriptions and examinations in English: (1) Language and Composition and (2) Literature and Composition.

Units of Credit. Starting with the ninth grade, students begin accumulating the 22 units needed for high school graduation (Appendix D). Four of these must be in language arts. Though individual choices are limited, students are encouraged to take additional language arts courses that address personal interests and goals. Students must be kept aware that grades earned during their senior high school years may bear heavily on their future career options, academic choices, and scholarship opportunities.

Evaluation and Assessment. Assessment in Grades 9-12 includes both classroom and external measures. Inasmuch as assessment provides ongoing feedback about the degree to which students are accomplishing the desired outcomes, classroom assessment is a vital part of instruction. Portfolios, student writing, editing, oral presentations, and group discussions are a part of informal classroom evaluation of students' abilities to communicate effectively in multiple forms and stages. In addition, students in Grades 9-12 take standardized tests used to help determine their career choices (*Armed Services Vocational Aptitude Battery*), their readiness for graduation (*Basic Competency Tests* and the *Alabama High School Basic Skills Exit Exam*), and college entrance (*Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, and American College Test*). These provide measures of student achievement in the language arts and information for important decisions.

Student Checklists for Revising and for Editing. Often students understand revising to mean simply editing for grammatical and punctuation errors. The separate lists for revising and for editing will assist students to see that correctness is just a part of editing and that revision involves looking again and re-working essential components of a composition. The editing and revising phases of the writing process offer excellent opportunities to integrate grammar instruction with writing. Student checklists are designed for students to use in revising and editing their own writing and that of others in peer conferencing. Teachers may want to revise these lists to suit local needs—limiting early in the year, rewording, and/or expanding. Regardless, teachers of the several grades need to work together to adopt checklists that reflect appropriate progress from grade to grade.

Ninth Grade

Ninth-grade students are experiencing a pivotal year, moving from an environment that is exploratory in nature to one that requires students to approximate more closely adult behavior and perspectives. It is a year of enormous challenges: (1) the challenge of self-respect and respect for others; (2) the challenge of meeting high standards of expectations; and (3) the challenge of self-reliance, self-discipline, and independence.

Students are ultimately responsible for their own performance; however, they need teachers to set examples by demonstrating the phases of the writing process, providing written products worth emulating, and modeling effective listening and speaking. Peer editing and teacher editing serve as collaborative efforts toward excellence. Students and their teachers form a community of scholars with common learning goals: exemplary thinking, listening, speaking, reading, and writing.

The language arts are a whole, and students learn to appreciate this wholeness. World literature is read and further explored through viewing dramatic presentations and films, exposing students to various genres and cultures, and helping them develop empathy for and sensitivity to others. They also see how various authors have treated major themes and issues at various times and places. This includes exploring such concepts as the fickleness of immature love as viewed in Shakespeare's *Romeo and Juliet*, the relationship between wealth and goodness of character as seen in Dickens' *Great Expectations*, or personal sacrifices as illustrated in *The Autobiography of Miss Jane Pittman*. By studying these themes and issues, students understand better how the values of a society are reflected in its literature. An environment for writing is created that encourages risk-taking and the expression of students' thoughts, providing time, materials, and tools, such as word processors, that encourage writing and revising. Students learn that writing assists them in organizing and presenting effectively. This writing can represent critical and interpretive reactions to their reading. It can also represent critical thinking about current issues and personal feelings. Students examine models and modify their own approach while maintaining and appreciating individual style. Through active involvement in speaking and listening activities, students continue to achieve a personal style, exhibit self-confidence, and use an enhanced vocabulary.

Student progress is continuously monitored using a variety of assessment methods. The *Basic Competency Test* serves as a final check point for basic skills. Evaluation at the classroom level includes teacher, peer, and self-assessment in a variety of forms. Experiences in ninth-grade language arts enable students to appreciate the power of standard English as they strive toward personal and academic success.

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Discern levels of usage when listening or reading. - Formal - Informal 2. Critique oral presentations. Examples: plays, book reports 3. Determine when more information is needed and ask appropriate questions. 4. Determine when argument and propaganda are being used in oral and written forms. - Fact versus opinion 5. Critique literature, student writing, and media and other visual presentations. Examples: appropriateness of word choice, effectiveness of organization, selection of visual materials 6. Synthesize information for oral and written reports. - Note taking - Matching ideas - Contrasting ideas - Paraphrasing 7. Apply study skills. - Accurate notes from dictation and lecture - Vocabulary development - Transfer and correlation - Table of contents and index - Mnemonic devices - Skimming and scanning

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 8. Exhibit effective use of source material in the media center during structured and unstructured library time. - Dictionary - Thesaurus - Atlas - Almanac - Audio-visual material - Cataloging systems - Reader's Guide - Encyclopedia - Vertical file - Reference books - Computerized data 9. Exhibit listening skills in a variety of situations. - Interpersonal communication - Lecture - Small group process - Audio and audiovisual presentations 10. Evaluate one's personal style in approaching the reading and writing processes, using teacher feedback.
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	11. Respond to argument. Examples: debate, letters to the editor

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 12. Write in a variety of modes for various purposes and audiences that they recognize as beneficial and legitimate.* - Modes • Description • Narration • Exposition • Persuasion - Purposes • Entertainment • Information • Persuasion - Audiences • Peers • Parents • Local organizations • Publications • Prospective employees 13. Make effective oral presentations. - Recitations - Book reports - Debates - Summaries 14. Exhibit self-confidence in speaking successfully. Examples: answering questions when called upon, volunteering to ask and answer questions, presenting a demonstration speech, reading one's own writing to peers

*See *Student Checklists for Revising and Editing*, Pages 104 & 105.

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 15. Vary the formality and precision of spoken language to suit different situations. - Formal class meetings - Prepared presentations - Impromptu speeches - Informal small-group interactions 16.* Evaluate personal use of each phase of the writing process with peer and teacher assistance. - Prewriting - Drafting - Revising - Editing - Publishing 17. Demonstrate the basic conventions of standard English in written compositions.* - Grammar - Mechanics - Usage and syntax 18. Achieve personal style in speaking through the effective use of tone, inflection, tempo, enunciation, pronunciation, eye contact, and body language. 19. Exhibit an enhanced vocabulary developed through reading and attentive listening to dramatic presentations, novel excerpts, stories, poems, class discussions, reports, and instructions. - Synonyms - Antonyms - Prefixes and base words - Classification - Context clues

*See *Student Checklist for Editing*, Page 105.

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 20. Acquire personal style and voice in expression through poetry and prose. 21. Extend familiarity with all available technology and software in the communication, research, and writing processes. Examples: word processors, facsimile machines 22. Exhibit the ability to illustrate anthologized author's style. Example: organizing an original poem with Emily Dickinson's simplicity

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	23. Read for a variety of purposes: information, pleasure, and survival. Examples: telephone books, labels, consumer product information, magazines, popular literature, newspapers
	24. Apply critical and creative thinking when selecting, viewing, or reading non-print and print media. - Fact versus opinion - Analogies
	25. Demonstrate responsible use of others' ideas. - Quoting and crediting sources - Paraphrasing and crediting as appropriate - Using factual information (common knowledge)
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	26. Recognize themes and authors of selected poems, plays, and novels from world literature. Examples: Hemingway's treatment of man and his relationship to nature in *The Old Man and the Sea*; Sophocles' exploration of excessive pride in the Oedipus trilogy
	27. Write to clarify ideas and organize thinking.
	28. Determine how dialogue and actions are used by authors to develop characterization.
	29. Identify main ideas and supporting details from non-fictional reading.

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	30. Discuss cultures and genres represented in selections from world literature. Example: characteristics of Japanese poetry
	31. Recognize the styles of commonly anthologized authors of world literature. - Standard usage versus dialect - Length and complexity - Diction - Literary devices Examples: personification, onomatopoeia, flashbacks
	32. Determine the literary elements in specific works. - Plot - Tone - Mood - Character - Setting - Theme
D. Understand and appreciate language and its development through literature and the analysis of language.	33. Recognize that language changes and develops. - Etymology - Connotations - Technology
	34. Recognize that punctuation and standard grammar contribute to clarity in expression and improve communication. Example: colons signify that a list of examples or other explanation follows

NINTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language. (continued)	Students will 35. Identify characteristics and approaches of traditional school grammar through literature. Examples: parts of speech, parts of the sentence 36. Recognize contributions of modern linguistics to traditional school grammar, applying to writing as appropriate. Example: sentence combining

NINTH GRADE

STUDENT CHECKLIST FOR REVISING

1. PURPOSE—ALL MODES
   a. Do I understand the purpose?
   b. Have I clearly addressed that purpose?

2. CONTENT—BY MODE

   Descriptive Mode
   a. Have I clearly described a person, place, thing, or feeling?
   b. Have I used vivid sensory details?
   c. Have I included other important, relevant details?

   Narrative Mode
   a. Do I tell what happened through a clear sequence of events?
   b. Do I have an appropriate beginning, middle, and end?

   Expository Mode
   a. Is my main idea clear, and is it supported with adequate details, reasons, or explanations?
      or
   a. (If process) Is my objective clear, and do I include all of the steps in the process needed to accomplish the objective?
   b. Is the order logical? Did I sequence the ideas or steps appropriately?
   c. Did I draw the discussion or process to a satisfying, appropriate conclusion?

   Persuasive Mode
   a. Is my position clear?
   b. Did I give adequate information or reasons to persuade?
   c. Are my order and presentation designed to persuade?

3. AUDIENCE—ALL MODES
   a. Does my word choice reflect a sense of the intended audience?
   b. Does my tone address the audience appropriately?

4. ORGANIZATION AND CLARITY—ALL MODES
   a. Does my content have a sense of logical progression and completeness: introduced, developed, and brought to a conclusion?
   b. Can someone else detect my organizational plan? Is there a better place to start or conclude?
   c. Was I in control throughout, or were there times when I wandered from my plan?
   d. Are my ideas clear?
   e. Do the sentences and ideas flow smoothly from one to the next?
   f. Have I tried a presentation with some degree of creativity? Is it successful?
   g. Do I have variety in sentence structure and form?

NINTH GRADE

STUDENT CHECKLIST FOR EDITING

- Subject-verb agreement
- Forms of nouns and verbs
- Pronoun-antecedent agreement
- Double negatives
- Run-ons, fragments, comma splices
- Commas: appropriate punctuation of phrases and clauses, words in a series, compound sentence, direct address, salutation of a friendly letter
- Introductory adverb clauses
- Adjective clauses
- Structural variety
- Appropriate subordination
- Placement of modifiers
- Pronoun case, number, and gender
- Abbreviations
- Spelling
- End punctuation

Tenth Grade

The tenth-grade language arts curriculum focuses on career exploration, values, and understanding the self and the multicultural world-at-large. The course integrates listening, speaking, reading, and writing. Grammatical study is addressed primarily in the context of writing and reading literature, which are studied together. Listening and speaking are related to the reading and writing experiences.

To achieve the goals of the language arts program, materials and activities are selected based on students' interests and needs and are related to the content of the students' other courses. Classrooms are rich in many kinds of experiences, including viewing films, electronic media, and dramatic presentations; participating in debates; role-playing; and writing poetry.

A focus on world literature encourages the integration of the language strands. Such genres as biography, autobiography, historical novels, and adventure stories are included in classroom and independent study. Students engage in directed viewing and reading activities that reinforce developmental reading skills and introduce writing and cultures from a variety of times and places. Students are involved in activities that emphasize vocabulary development and critical thinking. Both creative and critical thinking are emphasized and demanded by discussing and writing about aspects of literature such as organizational patterns, imagery, and characterization. These are analyzed in literary works by authors such as Edgar Allen Poe, Ray Bradbury, Alice Walker, Olauda Equiano, Robert Frost, Thornton Wilder, Percy Bysshe Shelley, and Anton Chekhov. Aquiano's autobiography and Walker's "For My Sister Molly Who in the Fifties" make excellent cultural counterpoints for selections such as Spencer's "Sonnet 62," Cicero's *On Duties*, or Frost's "Birches."

Writing that stimulates critical thinking and responses to literature is essential. Students use the writing process to produce thoughtful compositions in standard written English for both practical and personal purposes. Book reviews, formal speeches, expository and persuasive essays, research reports, letters, and journals are integral parts of this course and can be used to assess student progress.

Language skills necessary for participating in the world of work have a clearly defined place in the tenth-grade language arts program, and those reading and language competencies tested in Grade 11 and required for graduation are inherent in the Grade 10 outcomes. Students display familiarity with computer technology, including using word processors for writing and revising. Various practical experiences, such as preparing résumés, writing business letters, and interviewing, play a vital role in the student's future.

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Listen and read critically for argument and debate to recognize fallacies of logic. Example: appeals to emotions and authority 2. Exhibit expanded listening skills. - Oral standard English recognition - Vocabulary development - Dialects, slang, jargon, standard English understanding 3. Apply a personal study style. - Predicting - Skimming - Underlining - Note taking - Dictation - Sustained lecture - Partner review 4. Discern the organizational patterns and transitional devices in written materials and in oral and visual presentations. Examples: chronological order, spatial order, order of importance 5. Determine how imagery, characterization, dialogue, and plot are used by authors to express meaning. 6. Apply a specific evaluation procedure to one's own reading, studying, and writing process. Examples: using a teacher-developed checklist, responding to teacher's comments in a response journal

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	Students will 7. Communicate effectively in practical and social situations. Examples: interacting within small groups, phrasing of questions, respecting the rights of others, restating for clarification 8. Speak successfully in a variety of situations. - Anxiety control - Clarity through word choice Examples: telling personal anecdotes, reporting on current events, reading personal poems 9. Apply the principles of oral and written standard English, adjusting vocabulary and style to suit the occasion. - Formal - Informal • Slang • Dialect • Jargon - Tone - Tempo - Nonverbal behaviors • Eye contact • Gestures 10. Use audiovisual aids in presentations. 11. Observe the rules of debate.

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 12. Write in a variety of modes for a variety of purposes and audiences. - Modes • Description • Narration • Exposition • Persuasion - Purposes • Entertainment • Information • Persuasion - Audiences • Peers • Parents • Local organizations • Publications • Prospective employees 13. Write for practical and personal purposes. * - Résumés, applications, forms - Research papers, projects, presentations Examples: the I-search paper, a career-search paper - Editorials - Speeches - Advertisements - Business and friendly letters - Essays - Journals, diaries - Writing in response to literature Examples: response journals, critical analyses - Summaries

*See *Student Checklists for Revising and Editing*, Pages 114 & 115.

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 14. Use standard written English.* - Grammar - Mechanics - Usage and syntax 15. Recognize the value of improvisation, role-playing, Reader's Theater, and play production as means of sharing ideas and feelings. 16. Produce more thoughtful compositions through improved use of one or more phases of the writing process.* Examples: prewriting, editing, revising 17. Exhibit use of available technology and software. Example: using microfiche in research 18. Draft or revise an essay or speech, using the style of a successful author or public figure. Examples: emulating characteristics of speeches by former presidents John Kennedy or Abraham Lincoln, writing a newspaper column using Lewis Grizzard's writing as a model

*See *Student Checklist for Revising and Editing*, Pages 114 & 115.

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	19. Read for a variety of purposes. - Practical information Examples: newspapers, catalogs, written directions, texts, encyclopedias - Pleasure Examples: short stories, novels, magazines
	20. Read and view non-print and print media selectively. Example: apply a personal criteria to limit use of television
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	21. Express personal ideas, thoughts, and feelings through prose and drama.
	22. Increase vocabulary. - Common foreign words and terms - Meaning through context - Structural analysis - Basic survival vocabulary
	23. Write to clarify and organize thoughts and ideas.
	24. Examine others' ideas as represented in literature, including dramatic productions. - Summary - Paraphrase - Review
	25. Recognize characterization as a means of expressing various ideas and ways of interacting.
	26. Identify main ideas and supporting details from non-fictional reading.

TENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	27. Recognize elements of plot in print form as well as in movies and plays. - Conflict - Rising action - Climax - Denouement
	28. Exhibit familiarity with a broad range of world literature, representing a variety of cultures. - Genres - Authors - Periods
	29. Express personal preferences in selection of reading materials.
D. Understand and appreciate language and its development through literature and the analysis of language.	30. Detect literary devices. - Figurative language - Analogy
	31. Recognize contributions of modern linguistics and grammar to language study.
	32. Apply the sentence-patterns concept of language analysis.
	33. Identify examples of differences in language usage among several authors.

TENTH GRADE

STUDENT CHECKLIST FOR REVISING

1. **PURPOSE—ALL MODES**
   a. Do I understand the purpose?
   b. Have I clearly addressed that purpose?

2. **CONTENT—BY MODE**

   Descriptive Mode
   a. Have I clearly described a person, place, thing, or feeling?
   b. Have I used vivid sensory details?
   c. Have I included other important, relevant details?

   Narrative Mode
   a. Do I tell what happened through a clear sequence of events?
   b. Do I have an appropriate beginning, middle, and end?

   Expository Mode
   a. Is my main idea clear, and is it supported with adequate details, reasons, or explanations?
      or
   a. (If process) Is my objective clear, and do I include all of the steps in the process needed to accomplish the objective?
   b. Is the order logical? Did I sequence the ideas or steps appropriately?
   c. Did I draw the discussion or process to a satisfying, appropriate conclusion?

   Persuasive Mode
   a. Is my position clear?
   b. Did I give adequate information or reasons to persuade the reader?
   c. Are my order and presentation designed to persuade?

3. **AUDIENCE—ALL MODES**
   a. Does my word choice reflect a sense of the intended audience?
   b. Does my tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY—ALL MODES**
   a. Does my content have a sense of logical progression and completeness: introduced, developed, and brought to a conclusion?
   b. Can someone else detect my organizational plan? Is there a better place to start or conclude?
   c. Was I in control throughout, or were there times when I wandered from my plan?
   d. Are my ideas clear?
   e. Do the sentences and ideas flow smoothly from one to the next?
   f. Have I tried a presentation with some degree of creativity? Is it successful?
   g. Do I have variety in sentence structure and form?

TENTH GRADE

STUDENT CHECKLIST FOR EDITING

- Subject-verb agreement
- Forms of nouns and verbs
- Pronoun-antecedent agreement
- Double negatives
- Run-ons, fragments, comma splices
- End punctuation
- Commas: appropriate punctuation of phrases and clauses, words in a series, appositive, salutation of friendly letter, direct address
- Introductory adverb clauses
- Adjective clauses
- Structural variety
- Appropriate subordination
- Placement of modifiers
- Pronoun case, number, and gender
- Abbreviations
- Spelling
- Commas for nonessential elements
- Avoiding shifts in verb tense
- Active versus passive voice
- Parallelism within lists
- Sentence complexity (verbal phrases, noun clauses)
- Parentheses, hyphens, and semi-colons
- Underlining and quotation marks
- Colorful description through word choice
- Ellipses
- Special cases: subject-verb agreement with intervening phrases

Eleventh Grade

In the typical eleventh-grade classroom, students may be found reading from American literature; writing responses to ideas, characters, and style; and discussing in small and large groups. Students read novels and biographies chosen with teacher guidance; short stories, plays, poetry, and prose from an anthology; and sometimes a novel assigned for all students. An observer may find a group of students participating in informal debate, while others in the class are observing and listening critically. This debate might pertain to an issue addressed in a recent newspaper, a theme in a short story, or a point in American history. One can find students making impromptu speeches, peer editing in pairs, viewing a film, practicing interview skills with a local employer, or planning the organization of a research paper on careers.

In any case, students are actively involved in practice that links the strands of listening, speaking, reading, and writing in ways that are interesting and challenging, practical and scholarly. They become more proficient in setting their own goals and selecting learning strategies. Students use language to interact frequently in ways that stimulate critical thinking. Students are familiar with the writing process and use their own internalized version as a way of analyzing issues, clarifying ideas, and expressing opinions. They become effective users of word processors and electronic data and critical users of media presentations. Through much of their viewing, reading, writing, and discussing, students are directing their thinking to values unique to the American democratic way of life with its diverse culture and heritage brought together by common bonds. Teacher-assigned and student-selected reading will illustrate the multicultural nature of American literature. Some of the literature will directly reflect the native country and culture of the author; for example, Gustavus Vassa's "From Africa to the New World" or Thomas Paine's "The American Crisis." Other authors present a developing, uniquely American literary art such as that of Henry David Thoreau, Mark Twain, and William Faulkner. Students experience many selections together and have many opportunities for choice in reading. Most will meet the indefatigable Mr. Snopes in "Barn Burning" or "Spotted Horses." Some will delve deeper into Faulkner's fascinating world through *Sartoris* or *Absalom, Absalom!* Most will read some of James Baldwin's poetry; some will be captured by his semi-biographical *Go Tell It on the Mountain*. Much of students' reading, writing, and discussion illustrate reflection upon themes such as diversity and unity, conflict and cooperation, change, American heritage, and American values.

Students in the eleventh grade are making important life decisions. Of major importance is the investigation of various career choices and the tentative adoption of the most logical career direction. They must make decisions such as choosing either university study or technical/vocational training and selecting an institution of higher learning to attend. They take the *Alabama High School Basic Skills Exit Exam*, and many

are taking college-entrance exams. The language arts teacher at this level plays an important role in helping students prepare for these and other challenges, in building on skills and concepts that students have acquired, and in helping students mature in the various language strands.

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Discern others' points of view. Examples: tolerating opposing opinions, recognizing implied meanings 2. Employ critical reading skills with textual, editorial, and narrative materials. - Propaganda and type - Bias - Tone - Mood - Logical fallacies 3. Apply critical viewing skills to analysis of television and film. Examples: situation comedies, news programs, documentaries, docu-dramas, novel adaptations 4. Apply appropriate listening skills when interviewing people for information. 5. Research a topic, using a style guide, to report findings or conclusions.* Examples: literary topic, career study, historical research 6. Take effective notes in interviews. - Accurate - Helpful when referred to at a later date - Sufficiently comprehensive

*See also *Student Checklists for Revising and Editing*, Pages 125 & 126

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 7. Exhibit an effective personal study style. - Prediction - Note taking - Underlining - Highlighting - Paraphrasing - Partner work - Small group discussions - Question development and answer 8. Employ critical-listening skills in class discussions, lectures, and speeches. - Main idea - Supporting ideas - Bias - Propaganda - Fallacious thinking 9. Evaluate in small groups the group members' studying and researching processes.
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	10. Adjust tone, word choice, and content when participating in interviews for various purposes. 11. Exhibit improved job interview skills. 12. Participate constructively in classroom and small group discussion. 13. Speak distinctly and effectively in group discussions.

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 14. Deliver effective, planned oral presentations to groups. - Word choice - Poise - Tone - Mood Examples: book reports, oral interpretation, reports on events, critiques of television documentaries 15. Express personal opinions in small groups, in class discussions, and through writing. 16. Articulate one's point of view when reading personal writing to a group. 17. Write for various purposes, applying conventions of standard English.* - Letter to accompany applications - Persuasive essay, using comparison/contrast - Résumé update - Research reports Example: career research paper - Summaries 18. Write for various audiences. 19. Exhibit vocabulary development. 20. Adjust personal use of the writing process based on feedback from peers and teachers.

*See *Student Checklists for Revising and Editing*, Pages 125 & 126.

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 21. Revise for clarity and appropriateness to audience and purpose.* 22 Participate in structured debate. 23. Apply rules of order in classroom decision-making process. 24. Demonstrate an awareness of various forms and styles through writing.* Examples: journal, media, magazine articles, short stories 25. Evaluate one's use of available computer technology. - Research - Communication - Study 26. Use a variety of techniques to draft and/or revise compositions for oral or written "publication." Example: creating a cumulative sentence similar to Faulkner's

*See *Student Checklists for Revising and Editing*, Pages 125 & 126.

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	27. Select and read from lists of American authors and titles for pleasure or research.
	28. Evaluate media presentations, novels, and films for lasting, universal interest; artistic value; propaganda content; and audience appeal.
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	29. Analyze literature and visual media presentations.
	30. Express and support opinions about authors, issues, styles, and trends in American literature.
	31. Examine ideas for soundness and clarity through writing.
	32. Trace the development of American literature.
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	33. Detect the theme of American cultural unity and diversity in literature, articles, television and radio presentations, and films.
	34. Compare the development of various genres reflected in American literature.
	35. Recognize effective use of literary elements. - Theme - Character - Setting - Tone - Mood - Plot devices

ELEVENTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas. (continued)	36. Analyze the characteristics of American literature from primary source reading and literary criticism. - Representation of particular cultures - Short story style - Poetic style
	37. Recognize style of selected American authors. - Humor - Sentence length - Diction - Syntax - Parallelism
	38. Support personal selection in reading material by describing preferences in author style.
D. Understand and appreciate language and its development through literature and the analysis of language.	39. Recognize effective use of literary devices. - Figurative language Examples: simile, imagery, allusion - Sound devices Examples: alliteration, assonance
	40. Compare content and literary form for appropriateness. Examples: poetic form, novel structure, point of view
	41. Recognize masterful use of language. Examples: word choice, parallelism in structure
	42. Identify contributions of linguists to language study. Example: sentence combining introduced by Noam Chomsky
	43. Apply the kernel sentence concept to language analysis.

ELEVENTH GRADE

STUDENT CHECKLIST FOR REVISING

1. **PURPOSE—ALL MODES**
   a. Do I understand the purpose?
   b. Have I clearly addressed that purpose?

2. **CONTENT—BY MODE**

   Descriptive Mode
   a. Have I clearly described a person, place, thing, or feeling?
   b. Have I used vivid sensory details?
   c. Have I included other important, relevant details?

   Narrative Mode
   a. Do I tell what happened through a clear sequence of events?
   b. Do I have an appropriate beginning, middle, and end?

   Expository Mode
   a. Is my main idea clear, and is it supported with adequate details, reasons, or explanations?
      or
   a. (If process) Is my objective clear, and do I include all of the steps in the process needed to accomplish the objective?
   b. Is the order logical? Did I sequence the ideas or steps appropriately?
   c. Did I draw the discussion or process to a satisfying, appropriate conclusion?

   Persuasive Mode
   a. Is my position clear?
   b. Did I give adequate information or reasons to persuade the reader?
   c. Are my order and presentation designed to persuade?

3. **AUDIENCE—ALL MODES**
   a. Does my word choice reflect a sense of the intended audience?
   b. Does my tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY—ALL MODES**
   a. Does my content have a sense of logical progression and completeness: introduced, developed, and brought to a conclusion?
   b. Can someone else detect my organizational plan? Is there a better place to start or conclude?
   c. Was I in control throughout, or were there times when I wandered from my plan?
   d. Are my ideas clear?
   e. Do the sentences and ideas flow smoothly from one to the next?
   f. Have I tried a presentation with some degree of creativity? Is it successful?
   g. Do I have variety in sentence structure and form?

ELEVENTH GRADE

STUDENT CHECKLIST FOR EDITING

- Subject-verb agreement
- Forms of nouns and verbs
- Pronoun-antecedent agreement
- Double negatives
- Run-ons, fragments, comma splices
- End punctuation
- Commas: appropriate punctuation of phrases and clauses, words in a series, compound sentences, salutation, direct address, appositive, nominative absolute
- Introductory adverb clauses
- Structural variety
- Appropriate subordination
- Placement of modifiers
- Pronoun case, number, and gender
- Abbreviations
- Spelling
- Commas for nonessential elements
- Avoiding shifts in verb tense
- Active versus passive voice
- Nominative absolutes
- Underlining and quotation marks
- Parallelism of all types
- Sentence complexity (verbal phrases, noun clauses)
- Parentheses, hyphens, slashes, and semi-colons
- Ellipses
- Avoiding ambiguity and stilted or artificial language
- Colorful description in word choice
- Variety and/or lack of redundancy through careful word choice
- Special cases: subject-verb agreement with noun clause as subject and with intervening phrases; agreement in subjunctive mood; suspended hyphens; words versus numerals

Twelfth Grade

The twelfth-grade language arts program focuses on the refinement of students' communication skills and their preparation for adulthood. Whether students plan to enter the world of work immediately or to continue their formal education, the program provides both practical and aesthetic experiences.

Few new skills are introduced at this level, but this course of study specifies more challenging experiences. Students become more proficient in the writing process with emphasis on revising for clarity and effectiveness as well as editing for accepted conventions of the language. They engage in critical listening, speaking, reading, and writing activities designed to integrate the strands of the language arts and further develop their thinking and problem-solving abilities. They write a literature-based research paper and do outside readings that may be selected from an expansive locally developed multicultural list. During this year, students make both informal and formal oral presentations that are based on classroom discussion, readings, or previous writings. They are active participants in the process of evaluating progress in each language strand and in identifying areas that need attention before high school graduation.

A survey of British literature is required in Grade 12.* Students analyze and evaluate the literature in order to gain insight into the variety of cultures and peoples who lived in the island area and developed into what became Great Britain and the British Empire. They recognize that British literature is multicultural in its origins (for example, Germanic and Viking); its influences from countries such as France, India, and Spain; and the diverse qualities of literature from separate areas and countries such as Ireland and Scotland. Students learn that *Beowulf,* the first masterpiece in British literature, describes the adventures of a Swedish hero who comes to the aid of people living in what is now Denmark. They may read poems from the developing Anglo-Saxon England such as "The Wife's Lament" and such ballads as "Bonny Barbara Allen" from Medieval England. Chaucer's *The Canterbury Tales* wonderfully represents a cross section of ranks and cultures. Most students will read and find wisdom in Housman's "When I Was One-and-Twenty" and Kipling's poetry. Some will select such intriguing novels as *Tale of Two Cities* by Charles Dickens or later ones like *Animal Farm* by George Orwell. They develop an aesthetic appreciation for this literature and recognize the effect it has had on literature in the United States and other countries. This study is enhanced in a variety of ways such as live dramatic presentations, films, and electronic media programs. Students analyze and evaluate literary criticism as they refine and communicate their own critical opinions. The study of British literature encompasses an exploration of the origins and development of the English language in Europe.

*See footnote, page 133.

A major objective of this year's study, as a culmination of K-12 language arts growth, is that students become self-directed, independent, lifelong learners and focused users of language. While the academic expectations are high, methodology is such that enthusiastic responses are generated. Students select much of their outside reading and topics to fulfill writing assignments based on personal taste, interest, and goals. When possible, word processors are available for those who draft, revise, and edit using computer technology. They come to realize both the pleasure and value in writing and speaking well, in reading a variety of printed media and literature, and in becoming selective viewers of electronic media and film.

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material.	Students will 1. Ask and answer questions coherently and concisely. 2. Recognize tone, diction, imagery, figurative language, and mood through inferential and interpretive reading, listening, and viewing. 3. Employ research skills through comparing/ contrasting and through supporting a position. Examples: ideas, styles 4. Formulate strategies to locate, select, and evaluate research materials. - Primary and secondary sources - Library research - Electronic historical databases 5. Use the media center comfortably for study and research. - Computerized data - Cataloging systems - Reader's Guide - Reference books 6. Listen effectively in a wide range of circumstances. - Lecture - Speech - Film - Debate - Group discussion

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
A. Apply strategies to construct meaning from oral, written, and visual material. (continued)	Students will 7. Refine listening skills. - Identifying tone, mood, and implied meaning - Reading body language - Exhibiting body language of an active listener - Applying appropriate strategies for one's learning style Example: note taking by a tactile learner 8. Internalize a continuous self-adjusting system in one's own reading, writing, studying, and researching processes. Examples: re-reading at various points within material, finding better lighting, seeking better sources, taking specific notes
B. Express meaning effectively, competently, and confidently in various spoken and written modes.	9. Express personal opinions effectively in group discussions about literary topics. 10. Respond critically to argument in conversation, group discussion, conferences, debates, media advertisements, and editorials. 11. Articulate the opinions of others. 12. Incorporate conventions of standard English, appropriate diction, and proper tone in class and panel discussions. 13. Give formal oral presentations for a variety of purposes. - Persuasion - Entertainment - Information - Explanation

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 14. Write in various forms for a variety of purposes.* - Editorials - Reports - Poetry - Critical essays - Advertisements - Résumé update - Pleasure and satisfaction • Creating something new • Revising for preciseness • Editing for clarity • Recording events for future reflection • Developing a style 15. Write for a variety of audiences. Examples: prospective employers, peers, community 16. Apply conventions of standard English by editing.* 17. Write a literature-based research paper.* - Title page - Outline - Body - Documentation - Bibliography - Note cards - Source cards 18. Use a variety of methods for thorough development in writing. Examples: Socratic method of discovery, clustering *See *Student Checklists for Revising and Editing*, Pages 136 & 137.

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 1. EFFECTIVE COMMUNICATORS

SUB-GOALS	STUDENT OUTCOMES
B. Express meaning effectively, competently, and confidently in various spoken and written modes. (continued)	Students will 19. Use available modern technology for research. - Identifying a topic - Narrowing a topic - Exploring a topic - Composing - Revising - Editing - Publishing Examples: using historical databases, reorganizing a draft, printing a final copy 20. Use a variety of techniques to draft and/or revise compositions for oral or written "publication." Example: emulating an author's, speaker's, or classmate's style

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
A. Exhibit responsibility in the selection of and interaction with print and non-print media for enjoyment, relaxation, and learning.	21. Select and read for pleasure and research from an approved list of British literature.*
	22. Apply critical and creative thinking when selecting and viewing or reading non-print or print media.
	23. Determine and show the interrelationships among elements of form, style, voice, and meaning. - Use of form, style, and voice to achieve certain effects - Integration of form, style, and voice to produce meaning in others' and one's own work
B. Gain insight—through listening, speaking, reading, and writing—into their own thoughts and experiences and those of others to clarify, shape, order, and expand their thinking.	24. Interpret and evaluate oral and written material. - Essays, stories, and poetry commonly anthologized in British literature texts - Lectures, speeches, films
	25. Evaluate literary criticism for its accuracy, clarity, and insight.
	26. Write to understand better the soundness of their opinions and interpretations.
	27. Engage critically and constructively in the exchange of ideas.

*AP classes who studied British literature in Grade 10 may read in advanced world literature.

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
	Students will
C. Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.	28. Synthesize findings from primary and secondary sources for researching and reporting.
	29. Evaluate literature for its historical significance, moral significance, and universality.
	30. Trace the historical development of British literature.
	31. Characterize the styles of personal fictional and non-fictional reading preferences.
	32. Compare the development of various genres reflected in British literature.
D. Understand and appreciate language and its development through literature and the analysis of language.	33. Gain satisfaction in improving written drafts by revising and editing. Examples: word choice, organization, punctuation
	34. Trace the development and origins of the English language in Europe.
	35. Identify contributions of modern linguists through a broad, general understanding of the history of the English language.
	36. Recognize and identify the characteristics of an author's style.

TWELFTH GRADE

MINIMUM REQUIRED CONTENT

PROGRAM GOAL: 2. LIFELONG ENJOYERS AND APPRECIATORS OF LANGUAGE

SUB-GOALS	STUDENT OUTCOMES
D. Understand and appreciate language and its development through literature and the analysis of language. (continued)	Students will 37. Evaluate an author's effectiveness in the use of figures of speech. Examples: simile, metaphor, personification 38. Evaluate an author's success in reaching the audience. 39. Use a more precise vocabulary in writing and speaking.

TWELFTH GRADE

STUDENT CHECKLIST FOR REVISING

1. **PURPOSE—ALL MODES**
   a. Do I understand the purpose?
   b. Have I clearly addressed that purpose?

2. **CONTENT—BY MODE**

   Descriptive Mode
   a. Have I clearly described a person, place, thing, or feeling?
   b. Have I used vivid sensory details?
   c. Have I included other important, relevant details?

   Narrative Mode
   a. Do I tell what happened through a clear sequence of events?
   b. Do I have an appropriate beginning, middle, and end?

   Expository Mode
   a. Is my main idea clear, and is it supported with adequate details, reasons, or explanations?
      or
   a. (If process) Is my objective clear, and do I include all of the steps in the process needed to accomplish the objective?
   b. Is the order logical? Did I sequence the ideas or steps appropriately?
   c. Did I draw the discussion or process to a satisfying, appropriate conclusion?

   Persuasive Mode
   a. Is my position clear?
   b. Did I give adequate information or reasons to persuade the reader?
   c. Are my order and presentation designed to persuade?

3. **AUDIENCE—ALL MODES**
   a. Does my word choice reflect a sense of the intended audience?
   b. Does my tone address the audience appropriately?

4. **ORGANIZATION AND CLARITY—ALL MODES**
   a. Does my content have a sense of logical progression and completeness: introduced, developed, and brought to a conclusion?
   b. Can someone else detect my organizational plan? Is there a better place to start or conclude?
   c. Was I in control throughout, or were there times when I wandered from my plan?
   d. Are my ideas clear?
   e. Do the sentences and ideas flow smoothly from one to the next?
   f. Have I tried a presentation with some degree of creativity? Is it successful?
   g. Do I have variety in sentence structure and form?

TWELFTH GRADE

STUDENT CHECKLIST FOR EDITING

- Subject-verb agreement
- Forms of nouns and verbs
- Pronoun-antecedent agreement
- Double negatives
- Run-ons, fragments, comma splices
- End punctuation
- Commas: appropriate punctuation of phrases and clauses, words in a series, compound sentence, salutation, direct address, appositive, nominative absolute
- Introductory adverb clauses
- Structural variety
- Appropriate subordination
- Placement of modifiers
- Pronoun case, number, and gender
- Abbreviations
- Spelling
- Colon, dash, parentheses, brackets
- Avoiding wordiness
- Commas for nonessential elements
- Avoiding shifts in verb tense
- Active versus passive voice
- Parallelism of all types
- Sentence complexity (verbal phrases, noun clauses)
- Parentheses, hyphens, and semi-colons
- Underlining and quotation marks
- Ellipses
- Avoiding ambiguity and stilted or artificial language
- Avoiding split infinitives
- Colorful description through word choice
- Variety/lack of repetition through careful word choice
- Precision in word choice
- Special cases: subject-verb agreement with intervening phrases and clauses; indefinite pronouns and collective nouns as subjects, with noun clause as subject, and agreement in subjunctive mood; number and noun modifier (two-piece suit); compound noun modifiers (adjective-noun and noun-noun); suspended hyphens; words versus numerals

APPENDIX A

Alabama Learner Outcomes

On November 12, 1992, the Alabama State Board of Education adopted the Alabama Learner Outcomes. The six outcomes, the response to Section 7 in the Alabama Education Improvement Act of 1991, define what Alabama students must know and be able to do in order to be competitive nationally and internationally. The outcomes are also linked to success in post secondary education and in the world of work.

The Alabama Learner Outcomes are broad statements that transcend any one subject area. They reflect the knowledge, skills, and attitudes to be developed by students as a result of participation in planned learning experiences in creative and performing arts, foreign languages, health, language arts, mathematics, physical education, science, social studies, and vocational and career preparation. The list of attributes included with each outcome is not intended as an exhaustive list but is designed to clarify the intent of the broad statement.

The Alabama Learner Outcomes are to be incorporated in all state and local instructional and curricular decisions and documents. No single curriculum document will address all learner outcomes to the same degree; however, when graduates exit public schools in Alabama, they will have participated in balanced instructional programs that ensure opportunities to attain all of the Alabama Learner Outcomes.

The *Alabama Course of Study: English Language Arts* is the first curriculum developed under the State Board resolution. Evidence of the learner outcomes is found throughout the document, particularly in the program goals and student outcomes. As local school systems develop and revise curriculum plans, thoughtful attention must be given to the incorporation of the six learner outcomes in each plan.

The Alabama Learner Outcomes are Lifelong Learning, Global Awareness, Personal and Community Stewardship, Creative Thinking and Problem Solving, Technological Literacy, and Effective Communication.

1. Lifelong Learning.

Graduates will view themselves as learners engaged in a process that does not end with formal schooling but continues throughout life. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote lifelong learning, the student will:

a. Perform self-directed tasks and set personal goals.
b. Transfer and integrate knowledge and skills.
c. Retrieve, absorb, process, and apply information.
d. Demonstrate the ability to study and learn independently.

2. Global Awareness.

Graduates will understand and appreciate the diversity of cultures and their interdependence. They will recognize the importance of living and working together to preserve a shared heritage. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote global awareness, the student will:

a. Demonstrate a knowledge of cultures different from his/her own.
b. Demonstrate knowledge and understanding of the contributions made by various groups around the world and the impact of these contributions on society.
c. Work cooperatively with people from different backgrounds.
d. Explain environmental and conservation issues.
e. Compare and evaluate political systems.
f. Compare and evaluate the ways in which groups and individuals affirm human rights.
g. Describe effects of technology on society.
h. Demonstrate an understanding of global economics as it affects our society.

3. Personal and Community Stewardship.

Graduates will live responsibly as individuals, members of a family, and members of a community and will exercise the rights and responsibilities of citizenship. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote personal and community stewardship, the student will:

a. Accept responsibility for personal decisions and actions.
b. Demonstrate self-sufficiency.
c. Use negotiation skills.
d. Explain the actions required to conserve the environment and participate accordingly.
e. Demonstrate ability to adapt to change.
f. Work cooperatively and productively in groups.
g. Demonstrate work ethics and an appreciation for dignity of work.
h. Describe and model personal responsibilities necessary to contribute to the economic well-being of society.
i. Participate in activities that promote physical and mental well-being.
j. Respect the rights of others.
k. Demonstrate an appreciation for aesthetics.
l. Demonstrate openness to new ideas.
m. Demonstrate an understanding of and practice responsible consumership.

4. Creative Thinking and Problem Solving.

Graduates will be able to define problems, transfer and integrate knowledge, make conjectures, and draw conclusions to meet personal, social, and educational needs. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote creative thinking and problem solving, the student will:

a. Link conceptual and procedural knowledge.
b. Demonstrate an understanding of the interrelatedness of the different disciplines.

c. Explore, investigate, and verify new ideas.
d. Solve problems using critical-thinking skills.
e. Read and listen critically and interpretively.
f. Select and apply the appropriate method/skill in solving problems and making decisions.
g. Demonstrate the ability to generate and offer a variety of solutions to problems.

5. Technological Literacy.

Graduates will possess an understanding of and an appreciation for technology and its applications. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote technological literacy, the student will:

a. Identify and use appropriate technology.
b. Use technology as a tool to access and process information.
c. Use diverse technology to solve a variety of problems.
d. Use technology to aid learning.
e. Describe effects of technology on global competitiveness.

6. Effective Communication.

Graduates will observe, listen, speak, read, and write effectively in order to understand and be understood. In order to determine that a student has acquired the knowledge, skills, and attitudes that promote effective communication, the student will:

a. Use appropriate interpersonal communication skills.
b. Select the level of language (formal, colloquial, slang) appropriate for the setting.
c. Use the computer and other technologies as tools for organizing information and expressing ideas.
d. Use the language of each subject area appropriately and with facility and efficiency.
e. Recognize the power of language to influence thought and actions.

APPENDIX B

Guiding Principles for Teaching and Assessing Writing

A writing program needs to be a part of a school-wide plan to improve instruction. To be successful, the program must involve all curricular areas, be based on current research findings and successful practices, and provide for teacher and student growth. The following guidelines delineate the philosophy of the State Department of Education regarding teaching and assessing writing. Local school systems may consider these in developing their local writing programs.

1. **Appropriate, proficient communication is the goal for all students.**

   1.1 Proficiency in communication includes the ability to speak and write in standard English in appropriate situations.

   1.2 A piece of writing is shaped by the writer's purpose and intended audience; organization, sentence structure, and word choice should be appropriate for the purpose and audience.

2. **Maintaining the interdependent relationship of the language components—listening, speaking, reading, and writing—is essential to developing the writing process.**

   2.1 Listening, speaking, reading, and writing are interactive components of language and seldom occur in isolation.

   2.2 Integrated language activities promote effective writing.

   2.3 Writing regularly has a strong influence upon one's reading comprehension; reading habits exert an equally powerful influence upon the ability to write.

   2.4 The interdependent relationship of the four language arts components is emphasized throughout the *Alabama Course of Study: English Language Arts.*

3. **Writing enhances the ability to use language for fostering learning, organizing thinking, and expressing feelings.**

   3.1 Writing facilitates critical and creative thinking at all grade levels.

   3.2 Writing offers the opportunity for students to generate new ideas, to develop thinking skills, and to learn about themselves and the world.

3.3 Writing encourages students to reflect on their own ideas and experiences; to find relationships between what they know and what they read and hear; and to explore the feelings, motivations, and perceptions of others.

3.4 Writing effectively can provide a student with a genuine sense of accomplishment and self-worth.

4. Writing is both a process and a product.

4.1 Writing is a complex process of composing meaning for an intended audience.

4.2 The full writing process usually includes interacting and recursive stages of prewriting (preparing to write), drafting, revising, editing, evaluating, and publishing.

4.3 Students usually develop into more effective writers when they are provided various methods of topic selection, opportunities to write in a variety of modes of discourse and genres, and positive and constructive feedback during and after writing.

4.4 Student writers who internalize the writing process develop the ability to write well in many situations: timed-writing experiences, unlimited time for writing, impromptu writings, and writing in all curricular areas.

4.5 The product of the writing process is the completed piece of writing that is available to be read by the intended reader(s).

4.6 Very young writers should be encouraged to engage in explorations of writing through drawing, scribbling, copying, and using invented spelling.

5. Language conventions and mechanics are best taught when the specific need emerges in students' writings.

5.1 Writers need a working knowledge of a variety of sentence structures and of grammatical concepts in order to write effectively.

5.2 Students learn writing conventions and mechanics most easily when they are taught within the context of their individual writing.

5.3 Approximate spelling is a necessary stage of the developmental process of learning to spell correctly. It is important for teachers to understand the stages of spelling development so they can support the students' progress toward correct spelling.

5.4 Approximate spelling can be useful to writers when spelling unfamiliar words during the drafting stage.

5.5 All curricular-area teachers must be teachers of writing who require students to edit and revise.

6. **Effective writing development is facilitated by a protective and supportive environment that is language rich.**

   6.1 Developing writers need exposure to a print-rich environment of peer and professional literature that is read, heard, and discussed by students and adults.

   6.2 Developing writers, if they are to view themselves as successful members of the writing community, need to write often for many different reasons and in many different situations, to respond to different models of effective writing, and to interact with others by listening and discussing.

   6.3 Developing writers need an environment that allows them to play an active and significant role in their learning, that offers interaction with peer and adult writers, and that encourages text ownership.

   6.4 Developing writers need teachers who celebrate writing in a supportive environment that encourages risk-taking.

   6.5 Developing writers need teachers who guide, teach, encourage, and respond sensitively to the individual needs of students as learners and writers.

   6.6 Developing writers need the time, materials, and tools to produce quality work.

   6.7 Developing writers need teachers who write with them.

   6.8 Developing writers need an environment that encourages them to internalize the writing process.

7. **An effective K-12 writing program must be structured around specific goals and guidelines in all curricular areas.**

   7.1 In an effective writing program, students learn to write competently whenever there is a need to write.

   7.2 In an effective writing program, students develop a positive attitude toward writing and strive for quality in their writing.

   7.3 In an effective writing program, students are guided to become independent writers, developing their ability to write for a variety of audiences and purposes; to write in all subject areas; to revise, edit, and evaluate their writing; and to write correctly and fluently in many modes.

   7.4 In an effective writing program, writing is an essential product and tool of learning.

   7.5 In an effective writing program, teachers in all curricular areas are regarded as teachers of writing who have the responsibility for helping students develop writing skills applicable to particular subject areas.

7.6 In an effective writing program, teachers serve as models by writing with their students.

8. Assessment and evaluation procedures should consider both the writing process and the quality of the writing product.

8.1 Strategies for assessing students' writings should be based on the purposes of the assessment and may focus on the individual student, the classroom, the school's writing program, the system's writing program, and/or the state's writing program.

8.2 The findings of an assessment of students' writings may be recorded by various methods, including portfolios of students' work, anecdotal records, and teacher checklists.

8.3 Evaluation of a student's performance at the classroom level should include the extent to which a student participates in the writing process, the student's growth and development as a writer over a period of time, and the variety and quality of writing produced by the student.

8.4 At the school level, the purposes of a writing assessment should be to determine the effectiveness of policies and practices; to diagnose strengths and weaknesses of individual students in order to plan appropriate teaching and learning strategies; and to report to students, parents, and others about students' growth and development as writers.

8.5 The findings of an assessment of an individual's writings may be recorded by various methods, including portfolios of a student's work, anecdotal records, and teacher checklists.

APPENDIX C

References for Literature Lists

Because of individual classroom and system needs, specific book lists for grade levels are not cited in this document. Extensive, locally developed, multicultural lists will be necessary as system curriculum plans are developed. The references below may be used to formulate lists from which students may choose.

Hillegas, Ferne E. and Juliette Yaakov (eds.). *Junior High School Library Catalog* (Sixth Edition). New York: The H. W. Wilson Company, 1990.

Hillegas, Ferne E. and Juliette Yaakov (eds.). *Senior High School Library Catalog* (Thirteenth Edition). New York: The H. W. Wilson Company, 1987.

Long, Roberta, Norma Jean Prater, and Janet Warren. *Favorite Books of Alabama Children and Youth*. Homewood, Alabama: Alabama Reading Association, 1992.

Available from: Sharon Bounds, Treasurer
Alabama Reading Association
105 Alaga Avenue
Homewood, Alabama 35299

Recommended Black History Books: Primary Through 12th Grade. Alabama Council on Human Relations, Incorporated, 1992.

Available from: Alabama Council on Human Relations, Incorporated
P. O. Box 409
Auburn, Alabama 36831

Smith, Jane Bandy (managing ed.). *School Library Media Annual 1989* Vol. 7. Chap. XXXIII. Englewood, Colorado: Libraries Unlimited, Incorporated, 1989.

Subject Guide to Children's Books in Print. New York: R. R. Bowker's Database Publishing Group, 1989.

Wilson, Elizabeth and Susan Schaeffer Macaulay. *Books Children Love: A Guide to the Best Children's Literature*. Wheaton, Illinois: Crossway Books, A Division of Good News Publishers, 1992.

Wurth, Shirley (ed.). *Books For You: A Booklist for Senior High Students*, Eleventh Edition. Urbana, Illinois: The National Council of Teachers of English, 1992.

Available from: The National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

APPENDIX D

Standard and Advanced Diploma Requirements

STANDARD DIPLOMA REQUIREMENTS

English	4
Mathematics	2
Social Studies	3
Alabama History	1/2
Anthropology or Consumer Economics or World Geography or World Issues	1/2
United States History	1
United States Government	1/2
Economics	1/2
Science	2
Life Science	1
Physical Science	1
Health Education	1/2
Physical Education	1
Electives	9 1/2
MINIMUM UNITS REQUIRED	**TOTAL** 22

Ala. Admin. Code r. 290-030-010-.06(11.1) (a-1)

ADVANCED DIPLOMA REQUIREMENTS

English		4
Foreign Languages *		2
Mathematics		3
Geometry	1	
Algebra II	1	
Math Elective	1	
Science		3
Life Sciences (e.g., Biology, Marine Science, Anatomy, Physiology, Ecology)	1	
Physical Sciences (e.g., Physics, Chemistry, Physical Science)	1	
Elective (either Life or Physical Science)	1	
Social Studies		4
Standard Diploma Requirements	3	
World History	1	
Health Education		1/2
Physical Education		1
Electives		4 1/2
MINIMUM UNITS REQUIRED	**TOTAL**	22

*Student must earn 2 units in the same foreign language. Exceptions to this must be approved by the State Superintendent of Education.

Ala. Admin. Code r. 290-030-010-.06(11.2) (a-2)

APPENDIX E

Guidelines for Local Time Requirements and Homework

In accordance with # 1.1.5 (Action Item # F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

- Local school systems should develop time allocations that reflect a balanced school day. In addition, they should account for the law related to time requirements (Ala. Code §16-1-1); that is, the total instructional time of each school day in all schools and at all grade levels shall not be less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes.
- The recommended list below resulted from considerations of a balanced educational program. Any deviations established at the local level should be accompanied by rationales that ensure balance and are compatible with the developmental characteristics of students.

NOTE: Time requirements provide a general plan and are to be implemented with a flexibility that encourages interdisciplinary approaches to teaching.

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly

*Established by the State Department of Education in accordance with Ala. Code §16-40-1 (1975)

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools that are not accredited as well.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with Ala. Admin. Code r. 290-050-010.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part. This standard references the fact that kindergartens in Alabama operate as full-day programs.

In accordance with Ala. Admin. Code r. 290-050-010.02, the official guide for program planning in kindergarten is *Alabama Kindergartens*, Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. These include a balance of individual exploration, small-group interest activities, interaction with peers and teachers, handling of concrete materials and many other real world experiences. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

HOMEWORK

Homework is a vital component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and of the role it plays in meeting requirements of a course. Homework should be meaningful and used to reinforce classroom instruction. It should not place students and parents in a position of having to study skills that have not been introduced and practiced through classroom instruction. Furthermore, students and parents should not be burdened by excessive amounts of homework.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

All language arts homework should be directed toward the attainment of effective communication and lifelong enjoyment and appreciation of language. At every level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Students may explore themes, concepts, and modes through listening, speaking, reading, writing, and viewing assignments outside of regular classwork.

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GLOSSARY

Approximate spellings. Children's best efforts at "real" or conventional spelling based on various strategies such as phonetic interpretation, visual pattern, and articulation.

Authentic. For real purposes; practical; for example, letters written and mailed to the addressee.

Big books. An enlargement of a regular book often used to facilitate shared reading because students can see the words, the illustrations, and their relationship.

Brainstorming. The spontaneous contribution of ideas from individuals, members of a group, or members of a class. No value judgments, criticisms, or alterations of ideas are made during brainstorming sessions.

Clustering. A nonlinear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible; a method of prewriting that enables the writer to map out all of his or her thoughts on a particular subject and then to choose which ones to use.

Cognitive development. Growth in memory, attention, reasoning, problem-solving strategies, and language abilities.

Context clues. Words within a sentence or paragraph that provide hints to the meaning of neighboring words.

Conventions of writing. Sentence structure, sentence variety, word choice, grammar, usage, and mechanics.

Denouement. Narrative conclusion, wrap-up, resolution.

Emergent literacy. The relationship of language and thought as it manifests itself in the process of an individual's becoming literate; sometimes used as the body of knowledge about this relationship.

Emerging reading and writing. Beginning reading and writing as demonstrated by young children.

Evaluation. Appraisal through the integration of measurement, interpretation, and reporting.

Genre. Classification or division of writings based on distinctive characteristics. Traditional divisions are novel, short story, poetry, drama, and prose.

Grapho/phonemic. The complex set of relationships between the graphic representations (shapes of letters and spelling patterns) and the phonological representations (sounds) of the language.

Holistic. Perceived in a global fashion; synthesized from many aspects into a whole.

I-Search. A personal research paper that includes autobiographical and interactive data.

Journal. A record of ideas, thoughts, questions, and impressions that come into a person's mind and are put down in writing in a special book.

Kinesthetic. Through the use of movement; a learning style.

Learning logs. Accumulations of thinking, writing, and experimenting according to purpose; may be used in various disciplines.

Linear. Straight progression through a specified sequence.

Mapping. A graphic representation of key words to be used in a composition or speech.

Metacognition. Thinking about our thinking; knowing what we know and knowing that we know and asking ourselves questions as we read.

Mnemonic devices. Techniques for remembering.

Multicultural literature. Literature representative of varied cultures.

Multicultural media. Media relating to several different cultures. *Media* (specific types of artistic technique or means of expression as determined by the materials used or the creative methods involved: *the medium of video.*)

Predictable books. Stories in which a sequence of events can be anticipated by the reader through the elements of repetition, rhyme, or rhythm.

Reader's Theater. Dramatic oral readings of stories, poems, etc. that may include music, lighting, and props.

Recursive. Circular movement; returning to one or more previous steps, especially to the immediately preceding one.

Response journals. Journals in which students respond in writing to a topic; often the response is timed, and the student writes without stopping until time is called. The main concern is to get ideas on paper.

Rubric. In writing assessment, the term means a set of guidelines for marking a specific set of papers in response to a specific assignment. It explains the question asked or task required, gives the generally expected response, and summarizes the expectation for each score in respect to content, organization, style, and mechanics.

Scribbling. Children's first efforts at approximating writing.

Semantics. The relations of meanings among words and sentences in text.

Shared reading. Any reading situation in which a learner or group of learners sees the text, observes an expert (usually a teacher) reading with fluency and expression, and is invited to read along.

Shared writing. A writing activity in which the teacher collaborates with students and acts as a scribe without expecting students to create texts on their own.

Socratic method of discovery. A classical, rhetorical device for analyzing a topic, excellent for ensuring adequate development as a pre-writing technique. Particular questions are asked. What caused it? What is it like or unlike? What is said about it? What else is similar to it? How does it differ from similar things? Sometimes called Classical Invention.

Stream-of-consciousness writing. The writing of thoughts that go through the mind during a specific short time period; the use of words, phrases, dashes to record the stream of ideas; sometimes used as an exercise in fluency.

Syntactic cues. Clues to word meaning or identification gained from the arrangement or order of the words.

Timed focused-writing. Fluency writing that is focused on a teacher-selected idea, epigram, issue, or picture. The idea is to write quickly for the short time period, getting down as many words as possible, expressing as many thoughts as the time allows.

Timed free-writing. Writing as much as possible about any topic selected, the writing being done in a brief time period; it is much like brainstorming on paper, a nonlinear procedure designed to help the writer discover topic, purpose, meaning, and so on.

Traditional school grammar. Study based on Latin language study. This study essentially ignores modern linguistic research. It is rule-based and prescriptive.

Webbing. A diagrammatic display of the interlacing or networking of ideas.

Word bank. A prewriting activity involving listing words that come to mind about a specific topic and then categorizing them.

Writing folders. Folders of an individual's writing containing all or selected pieces at intervals over time. Used for student and teacher assessment of progress.

Writing portfolios. Writing folders that are governed by particular criteria, including student involvement in selecting and purging pieces and setting grading criteria; regularly used during teacher - student conferences.

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